

# WESTERN QUEBEC SCHOOL BOARD

Secondary School Success Plan 2005-2008

## HADLEY JUNIOR HIGH SCHOOL

80 Daniel Johnson Blvd.,

Hull, Quebec

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Website: [www.hadleyjuniorhighschool.com](http://www.hadleyjuniorhighschool.com)

### 2004-2005 INFORMATION:

Principal: Terry Kharyati

Vice-Principal: Monica Lavallee

Teaching Staff: 30

Professional Assistants: 2

Professional Staff: .5 Guidance

Technicians/Aides: 2.5

Custodial: 2

Nurse: .5

CLSC Social Worker: .5

Enrolment on Sept. 30/04: 532

Special Needs Pupils: 160 I.E.P. Students

Socio-Economic Factor: 20.39%

### Cycles/Program Offered:

Secondary Cycle 1 Regular and Immersion,

IPLC Integrated and Enclosed

### School Success Team Planning Members

All members of our school community have been consulted, directly and indirectly, formally and informally regarding identifying the needs of all of our students. It is our mission to listen to our community as they are most likely to ask the important questions and be the sources of answers to these same questions.

1. Terry Kharyati, Principal
2. Elizabeth Lamadeleine, Governing Board Chair
3. Monica Lavallee, Vice-Principal
4. Therese Garneau, School Secretary
5. Pierre Kharyati, Aide
6. Darlene Doucet, Behaviour Technician
7. Linda Kirby, Guidance
8. Hadley Teaching Staff
9. Hadley Students and Parents
10. WQSB Consultants and Directors

Consultations occur on a daily, weekly, yearly level. Consultations occur through conversations, written questionnaires and more formally, with all members of our school community. We understand that this is truly a "living document".

Our Hadley Junior High School Success Plan serves two main purposes:

An assessment "for" learning about the needs of all our students and "for" learning about how we must best implement measures to help meet these needs.

An assessment "of" learning about how well we are meeting the needs of our students. We will use this assessment to help implement our plan of action to respond to this important information.

### Western Quebec School Board Vision Statement

The Western Quebec School Board, which covers a vast and diverse area, is an English school system dedicated to developing life-long learners who contribute to society and are prepared for the future.

We are committed to academic excellence, quality education and social, emotional and moral development.

We respect and promote the rights and responsibilities of the individual while maintaining student-centered learning in a safe and healthy environment.

We value our parents and communities as partners involved in working collaboratively with us to enrich our programmes and achieve our goals.

### **Hadley School Mission Statement**

At Hadley Junior High School, we strive to address the unique needs of young adolescents as they develop academically, emotionally and socially. Students, parents and staff work cooperatively to provide an equal opportunity for all students to learn and to ensure that each student receives quality education in a safe and caring environment.

Hadley Junior High practices a middle school philosophy, which provides students with an opportunity to make a comfortable transition from elementary school to high school.

Hadley students take pride in their successes and have a true sense of community and respect for all. Hadley prepares our students for the many challenges faced by a young adult in our society.

Hadley is a school where extra-curricular activities and participation in team sports are highly valued. We believe that students who participate in extra and co-curricular programmes will flourish academically, emotionally and socially.

### **Threefold Mission of Quebec Schools**

We understand that it is our responsibility to Socialize, Instruct, and Qualify our students. At Hadley, we believe that these three separate but inter-dependent responsibilities are the basis for everything we do. At Hadley, we understand that we must align our scheduling priorities, our budget priorities, our staffing priorities, our policy-making and our policy-keeping practices, and our curriculum (both the hidden and the written) priorities in order to maximize all the available resources in our school to efficiently and effectively Socialize, Instruct and Qualify all student.

## **Hadley Educational Project**

### **1. DIAGNOSIS:**

#### **Our Community:**

Hadley Junior High School is located in the Hull sector of the City of Gatineau. We are unique in that we have students who are in Secondary Cycle One (formally Secondary 1 and 2 or grades seven and eight). We are a regional junior high school with students coming from the Hull sector and all neighbouring communities. Hadley has five elementary feeder schools: Greater Gatineau Elementary, Pierre Elliott Trudeau Elementary, Buckingham Elementary, Chelsea Elementary and Wakefield Elementary. Our feeder schools are situated in both rural and urban settings, range from a large schools to small schools and also range from close proximity to Hadley to as far as a sixty minute drive to our school.

According to Government of Quebec statistics, the socio-economic factor for our school for the 2004-2005 year is 20.39%. This means that 20.39% of our students are identified as being at a higher risk of dropping-out. This socio-economic factor is calculated combining two major factors considered predictors of academic success: (1) the level of education of the mother and (2) the employment status of the parents.

Our facility affords our school many freedoms. We take great pride in keeping our building and the grounds in excellent condition. Students come from much smaller schools and often take some time being acclimatized to their environment. We are fortunate we share this facility with a Secondary Cycle Two school, Philemon Wright High School.

### **Implementation of the Quebec Education Program**

The 2005-2006 school year will mark the first full year of Hadley's implementation of the QEP.

In the logic of the Québec Education Program, "success for all," the theme of the education reform, may be interpreted in two ways. The main meaning is that schools must continue to strive until every student who is able to do so earns a diploma. The second meaning underscores the school's responsibility towards all students, whatever their aptitudes, talents and interests, to provide educational options adapted to their needs. The school must enable all its students to obtain the best possible education and to reach as high a level of achievement as possible. This entails ensuring high-quality teaching and support for students, an appropriate progression of learning situations and high but realistic requirements for each learning cycle. Learning, in this regard, is focused towards "qualifying" insofar as it helps students to discover and develop their strengths, and thus begin to orient them towards a career choice. In this perspective, learning has to be differentiated in order to meet individual educational requirements. Particular attention must be paid to each student; the approach used must build on his or her personal resources and take into account prior learning and interests.

The last reform of Québec's education system took place in the 1960s, in the wake of the Parent Commission, and focused primarily on the democratization of education. Several decades later, that objective has been attained; all young people in Québec have access to schooling. Now, however, schools face new problems in support and supervision, student retention, and training. Family life, social relations, economic structures, the organization of work and the role of technology in everyday life have changed. Individuals now face new demands in both their personal lives and the workplace. These changes create strains and confront schools with new challenges: the number of young people experiencing social maladjustments or learning difficulties or leaving school without a diploma, and the number of functionally illiterate adults illustrate the need to rethink the orientations and organization of the education system. What is necessary now is to expand our goal from the democratization of education to the democratization of learning. The QEP's mission of "success for all", the goal of education in Québec, has called for a curriculum based on the learning essential for early 21st century students, the diversification of educational options, especially in Secondary Cycle Two, to meet the needs and interests of all students, and a more flexible organizational model that is better suited to current thinking on child psychology and development and that respects the autonomy of educational institutions and their professional staff.

### **School Profile Regarding Academic Programming:**

Our student population as of September 30, 2004 was 532 students. Currently, 75% of students are enrolled in the English Program and 25% in the French Immersion Program. Throughout the year we experience student movement both in and out of the school. In 2004-2005, we have 15% of our students registered in specialized programs: we offered Excel, Bridging, and both Integrated and Enclosed IPLC classes.

We offer Special Education programs to address individual needs. There are two current programs for Individual Pathways Learning Continuous (IPLC) students with special education needs:

1) Students with these special needs are integrated into the regular classes. Along with full-integration, our Academic Personal Teamwork Employability or APTE Program is designed to offer additional support for students in the IPLC Program.

2) Students who are best served by a modification of the entire program can do so in a small, safe and positive learning environment. Academic work is modified by teachers to suit individual needs in all subjects. Resources in this program are focused on meeting the social and emotional needs of all students.

From May to August of every year we are committed to re-evaluating all of our Academic Programs to insure we are meeting the needs of the students "where they are now". We allocate time and energy to construct effective Individual Education Plans or IEP's for students with academic and/or social and/or behavioural issues. In the past three years we have developed programs to meet the needs of students both returning to Hadley and incoming from our feeder schools. Programs designed to systemically incorporate the required resources students need to be successful. Our expectation is that all students will be successful.

It is estimated that our student population will increase between 550 and 580 students for the 2005-2006 school year.

## **2. ORIENTATION:**

### **A. Introduction:**

At Hadley, we believe that taking care of the whole of a student's life is crucial in helping them succeed academically. We work at engaging student's social, emotional, intellectual, physical and spiritual selves and understand that each component, each facet of a student's life impacts on the others. How we plan in-class activities and lessons, the way we supervise our hallways and school-yards, how we plan our extra-curricular program and co-curricular outings share the goal of developing one or more of these five areas. Our plan is to take care and help develop the whole person. This growth and development we hope transcends school life, that the lessons we learn in school will be learned for a lifetime, in all settings.

Junior high school is a special time for young adolescents. They have unique interests and abilities and we, as a middle school, are dedicated to respond to these special young people. Students who are in Secondary 1 and 2 are in a transition phase. While they are no longer elementary school children, they are also not yet fully independent teenagers. They are trying to find their place in their world and they need the guidance of dedicated parents and teachers to help them to discover their full potential and to foster self-control and self-respect in themselves and others.

In the interest of both individual development and community life, people must learn to appreciate personal and cultural differences in others, while ensuring that their own distinctiveness is respected. Our school must act as an agent of social cohesion by helping students learn to live together with their peers, with staff members, and with the surrounding community while fostering a feeling of belonging to this community.

The school itself constitutes a community, and both student's desire for autonomy and identification with peer groups should be seen as drives that they must learn to channel for the good of the community. Along these lines, our school seeks to prevent exclusion of which we believe there is a greater risk in secondary school because adolescents sometimes express their need to affirm themselves by rejecting others.

At Hadley Junior High School we believe that all students have the right to learn in a safe environment. Each student works towards creating a climate that is positive and productive. No student has the right to exhibit behaviour that infringe upon the rights of others. We believe that school and home share the obligation of teaching young adolescents appropriate behaviour, a sense of responsibility, and respect for themselves and others. All our students should want to come to school and feel safe when they are here. Students will excel academically if the environment is safe.

Our Governing Board supports the allocation of resources in our school to create programs and activities focused on providing quality education in a safe and caring environment.

### **B. What is Important to Us?**

In order for our students to be successful and to experience the full benefits of our school we must:

Provide safe and orderly environments so that students can learn without fear.

Have a clear school vision with well-defined goals and objectives, including a functioning success plan.

Have high expectations for all students and teachers, by providing programs to increase self-esteem. Positive attitudes will increase the positive school climate, increase the self-esteem among students and staff and help the school community strive towards excellence.

Allow opportunities to learn in a non-threatening environment.

Cater to different learning styles as much as possible because children learn in a variety of ways.

Monitor student's progress frequently by using a variety of different assessment tools and work diligently with those students who appear to be at risk.

Establish good home-school-community relationships by involving all stakeholders in the life of the school and the school success plan.

## SHAPE \\* MERGEFORMAT

Based on our analysis of Hadley Junior High School's unique situation, we have identified three main priorities:

### **Priority 1: Create a Positive and Safe School Climate for Students and Staff**

Creating a positive and safe school climate is our first priority. Though Hadley does not have significant statistical problems with safety within our school, our own analysis indicates that by creating a safe and positive climate within our school, students and staff can focus on teaching and learning. All schools must contend with relational issues and we feel that, at this age, working on a positive school climate is a keystone for school success.

Our staff, parents, and students are responsible for our success and how it will be measured. Staff and students are responsible for providing a safe environment for all children and take an active role in participating in activities that support this goal. Participation in extra-curricular activities is beneficial to all students and at Hadley we place a high value on physical activity and participation in group activities. We are confident that increased participation will lead to increased academic success.

Hadley has created a Discipline Policy that works to ensure safety of all students and staff. Our aim is to provide students with a rational framework with which to govern their behaviour and activities while in the school setting. The policy is designed to foster positive self-regard, a sense of self-

discipline, and to develop a sense of accountability in all students. All students and parents have been provided a copy. Students are reminded of the policy on an on-going basis and staff and parents work with the children to ensure they understand the importance of the policy and the repercussions for not adhering to it. In order to succeed, this tool must be understood by the students and be supported by them. Success will be measured by the reduction in the number of infractions of the policy.

Student attendance rates are also an important indicator of how well a student has adapted to a school environment and if they are feeling safe in this environment. Attendance reports are reviewed on a daily basis to ensure students are missing school for legitimate reasons. School staff are committed to addressing concerns regarding attendance immediately, including discussing concerns with parents and students and ensuring that children are not staying home out of fear. As a school community it is important that student achievement is recognized and honoured. We feel that a recognition program helps contribute to the success of our safe and caring community. Recognition by staff, parents and peers is critical to the overall development and growth of any student. Hadley has made recognition of student success an on-going priority. Details of events and participant data will be maintained and reported on.

Our society is diverse and is comprised of many ethnic, cultural, and religious backgrounds that make Hadley unique. Recognizing and celebrating our differences is important as together we will build a successful school environment conducive to higher learning. Events will be held in our school to showcase our diversity and to celebrate the many cultural, ethnic, and religious differences we have. When children feel connected to their school community they will want to come to school and will ultimately be successful.

### **Priority 2: Improve Success Rates In English, French, and Math for Everyone**

Improving literacy in English and French, and increasing the Numeracy levels of our students is keystone number two in our plan for success. Though we remain above the Board average for these subjects, research indicates that literacy and numeracy are the key to success in all other subject areas. Math, English and French have mandatory exams throughout secondary school. Early diagnosis of developmental delays in these subject areas and the implementation of a plan for success for each student are our primary goals. We want academic success for all our students and we are committed to placing students in situations where they can reach their full potential.

As we enhance student life in our school we are confident academic excellence will prevail and students will make considerable improvements in their rate of success. This success plan will target the overall success rates in Math, English, and French, core subjects that have been identified as subject areas that should be improved upon. We are looking for increases in overall success in these subject areas with concrete measurable indicators and factors to monitor the progress. We are committed to reviewing the School Success Plan on a regular basis and ensuring its focus addresses the overall success of our school. Our plan is a multi-year plan that coincides with the key objectives of our School Success Plan.

### **Priority 3: Make the Transition from Elementary School Better First for “Students at Risk” and Secondly for All Students**

Easing the transition between elementary and high school for students “at risk” is our third priority area. As a school community committed to a middle school philosophy, we acknowledge the importance of helping all our students ease into the transition between elementary and high school as seamlessly as possible by offering multi-tiered levels of support. Identifying and properly coding students “at risk” is a key to ensuring that each student coded “at risk” will receive every support the school has to offer in order to ensure success. High school is very different from elementary school and Hadley staff and parents are committed to making the school experience of every student a positive, safe, challenging, and rewarding one.

Hadley is a school where extra-curricular activities and participation in team sports are highly valued. We believe that students who participate in extra and co-curricular programs will flourish academically, emotionally and socially. Extra and co-curricular activities include: Varsity and Intramural Sports, Peer Tutors/Helpers, The Hawks and The Ladies Group, Student Government, Dance Committee, Lunch-Time and After-School Tutoring, Community-Based Projects, Field-

Trips, Awards Ceremonies Honouring Student Achievement, and the Environmental Club.

We will continue to measure the increases in the success rate in all subjects (but in particular the promotion rate) of all students coded "At Risk".

**C. Concluding Statement:**

Hadley is a regional school with many students with special needs. We understand that providing services to all students is an important factor for overall success of all our students. The Hadley staff is committed to balancing all levels of program delivery to meet the many needs of all students. Resources will be used in areas that are most optimal for all students. Systems will be developed to assist in the early detection of special needs with a clear plan on how to address those needs. Hadley supports a learning environment that is inclusive and allows all children to be integrated into regular classes. Resources are focused to address the learning difficulties and behaviour issues while maintaining a balanced approach to good quality education for all students. Our success plan will report on our progress made in this area.

Together, we can make a difference in the lives of our students: *"Our Future Begins Here."*

**3. OUR SUCCESS PLAN:**

Our Success Plan is a combination of different aspects of school resources working together for our common goals and towards our common vision of what we want our school to be. The directives outlined are a meshing of Policy, Staffing, Budget, Scheduling, the QEP and our “hidden curriculum” which outlines the social and emotional health and well-being of all members of our school community.

1.12 Discuss with Hadley students and parents in general assemblies and in classes the WOSB Safe Schools Policy. The Hadley Budget, Scheduling, Policies in the Hadley

SHAPE \\* MERGEFORMAT

**Hidden Curriculum:** Defined as the norms, values, and beliefs transmitted to students through educational practices and content. The use of this term assumes that schools are responsible for more than the overt transmission of knowledge, for they also participate in socializing students into approved norms and values. However, transmission of the “hidden curriculum” is not always obvious to participants, nor does it emerge from stated educational objectives.

**A. Our Strategic Plan describes our specific goals linked to achieving our priorities and how we plan to achieve these goals while establishing ways to monitor our progress.**

**Priority 1: Creating a positive and safe school culture/environment that will positively influence one’s identity and ability to learn for all students, parents and staff.**

| Concerns Requiring Action  | Objectives Linked to Concerns  | Strategies Implemented to Attain Our Objectives  | How will we Measure our success in attaining our Objectives?  |
|--|--|--|---|
| 1. Students interactions with an increased and more diverse population. This is the first time for many students to be in a school with as many people to deal with. We have five feeder schools and students coming from very diverse backgrounds and perspectives. | 1.1 Establish a sense of ‘pride’ and belonging in our school for all members of our school community by creating a positive school climate of mutual respect and appreciation. | 1.11 Counseling activities and Workshops geared at helping students conquer aggressive behaviour, boost Self Esteem and acquire personal strategies to deal with stress. | Monitor and track students participating in school activities, spirit days, field trips and extra curricular activities. Quantitative data. |

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| 3. We believe developing   |  | 1.12 Discuss with Hadley students and parents in general assemblies and in classes the WQSB Safe Schools Policy, the Hadley Code of Conduct and all Policies in the Hadley Student Handbook, including procedures and expectations.  | Decrease in inappropriate behaviours.<br>Quantitative data.  |
|  |  | 1.13 Improved activities and field trips planned for noon hour, in school and after school. Variety of student initiated clubs, dances and other school activities   | Hold regular recognition assemblies and two Spirit weeks where there are activities designed to show appreciation<br>Increase number of students involved in extra and co-curricular activities. |
|  |  | 1.14 Schedule geared towards ME/CRE/PRE where students can learn pro-social behaviour. Keeping ME/CRE/PRE a priority in our school as a legitimate academic course.  | Decrease in disrespectful behaviour towards themselves and each other.   |
|  | 1.2 Student display self-destructive and/or inappropriate actions towards themselves and others in class or on school grounds. | 1.21 Allow students to use the reflection room to allow students time to contemplate and reflect and learn about himself. Counseling activities/ workshops.  | Monitor violent behaviours by tracking number of suspensions for such behaviour. Quantitative data.  |
|  |  |  | Monitor behaviour of classroom disrupters by tracking students referred to Reflection Room and/or the Office.<br>Quantitative data.  |
| 2. Student & Staff Interactions: crucial to our success is developing positive interactions and relationships. | 2.1 Student display disrespectful language/ behaviour towards staff.   | 2.11 We monitor classroom climate by being present in classes as much as possible – includes teacher observation and supervision. Qualitative data   | Formal and informal discussions with teachers and staff. Qualitative data.   |
|  | 2.2 Build a better relationship and encourage meaningful communication between staff and students.                             | 2.21 Develop a comprehensive teacher/ staff supervision schedule and promote engaging and proactive supervision of students during non-class time.<br><br>Teacher input and collaboration in developing better supervision schedule. | Track number of communications (emails, phone calls, letters) made to home from staff at our school regarding student progress.<br>Student Feedback.<br>Quantitative data                        |
|  | 2.3 Increase positive self-regard in all students and staff.   | 2.31 Professional Development opportunities for all staff to help deal with students with all kinds of special needs.  |  |
|  |  | 2.32 All staff role-model appropriate attitude and behaviours - everyday   |  |

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| 3. We believe developing effective lines of communication between all members of school community is essential for our overall success. | 3.1 We believe that increased communication between home and school will improve our school climate by sharing our values and expectations with everyone in school community. | 2.12 Foster a positive climate by offering programs that provide students with opportunities for important bricks and mortar visits. | School as a Caring Community Profile and other questionnaire-type measurement tools. Quantitative data. Have our students and staff complete our school self-evaluation form. Qualitative data. |
|   |   |  |   |
|   |   | 3.12 Create a positive climate by explaining the procedures and expectations of the school.  | Record number of visitors to our website. Quantitative data.  |

**Priority 2: Improve the success rates in English, French, and Math for all students at all levels in all programs.**

| <b>Concerns Requiring Action</b>   | <b>Objectives Linked to Concerns</b>  | <b>Strategies Implemented to Attain Our Objectives</b>  | <b>How will we Measure our success in attaining our Objectives?</b>  |
|--|---|---|--|
| 1. We believe that success in literacy in both official languages and in math will lead a secondary student to success in all subjects.  | 1.1 To increase success rates (school success rates) in English, Math, French at for all students at Secondary Cycle One level. | 1.11 Professional Development opportunities for all staff in the Implementation of the QEP. Students will be engaged through the implementation of the QEP, effective instructional strategies, which address the needs of all students.  | Monitor success rates in English, Math and French at Secondary Cycle One level. (exam and overall grades included)                                 |
|  | 1.2 To significantly increase success rates in Secondary Cycle One Year Two end of year cumulative exams.                       | 1.21 Effective scheduling maximizing the strengths of our staff and insuring that students receive the best instruction we can offer.<br>1.22 Advisory system to meet with students who are in academic difficulties or at risk.  | Monitor success rates in all subjects at Secondary Cycle One level. (exam and overall grades included)   |
| 2. Students have a wide-range of abilities in Math, English and French. Our concern is to close the gap between the weakest student and the strongest student in each subject. | 2.1 Some students need more time than others to complete the competencies in given subject areas.                               | 2.11 Professional Development opportunities for all staff in differentiating instruction and authentic assessment. Improve instructional practices to suit diverse clientele.<br>2.12 To offer comprehensive and individualized support to students in need of extra-time working with a teacher.<br>2.13 Create relevant and interesting Professional Development activities. To create a flexible schedule in order to implement a more effective resource program. | Track number of communications (emails, phone calls, letters) made to home from staff at our school regarding student progress. Quantitative data. |

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| 1. There are approximately 300 students entering |   | 2.12 Forming and clearly defining to our programs that fit the academic needs of our students. For example: Bridging and Excel programs.  | By increasing success for students who have been retained a year (in one or more subjects). Level of services and amount of time must be monitored.   |
|  |   | 2.13 Implement after-school Power-Play Math, English, and French Program.<br>An after-school program to assist any student who is having difficulty in Math, English and/or French at by giving them an opportunity to receive extra-instruction in a structured program with the purpose of giving them the attention needed to be successful in their day school program. | Monitor Power Play success rates. To monitor usefulness of programs and help make them better year by year. Quantitative data.  |
|  |   | 2.14 Teacher input and collaboration in developing better remediation schedule.<br>Develop a comprehensive teacher/staff remediation schedule and promote engaging students in extra-help wherever needed.<br>Offer Peer tutoring   | Monitor attendance at Homework club, and Lunch Time remediation.  |
|  |   | 2.15 Create opportunities where cycle teaching teams that can work together (includes curriculum mapping teams). We will work at creating a "team" mentality at all levels.   |   |
|  |   |   |   |
|  | 2.2 Increase positive self regard and student success by actively engaging all students in their own learning. We believe that a student who is engaged in their own learning will complete assigned work, achieve higher marks, enjoy school more, and therefore, develop positive self-regard towards their own learning. | 2.21 Discuss with Hadley students in general assemblies and in classes our academic expectations of all students including procedures and expectations.   | -Reduce number of students sent out of class for disruption and reduce number repeat disruptors.<br>-We monitor classroom climate by being present in classes as much as possible – includes teacher observation and supervision. Qualitative data.<br>-To decrease the average number of days absent per student per year. Quantitative data.<br>-End of term assemblies to recognize Honour Roll, Principal's List and Citizenship students |

**Priority 3: To make the transition from Elementary to Secondary school a more positive and healthy experience for all students while focusing attention on our present and incoming "Students at Risk".**

| Concerns Requiring Action | Objectives Linked to Concerns | Strategies Implemented to Attain Our Objectives | How will we Measure our success in attaining our Objectives? |
|---------------------------|-------------------------------|---|--|
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| <p>2. The most approximately 80% of students are included with special needs in feeder schools. For many, this is a stressful transition process.</p> | <p>2.1 To develop and effective plan to assist the transition of students with special needs as possible. needs of students most optimal to the secondary school.</p> | <p>1211 Comprehensive first day of school transition program to identify the needs of our incoming students. 1.12 Remain Special Support Breakfast Club for all students. 1.13 Staff will be identified to maintain a balanced diet and place where available to staff on some positive intervention Plans for all students with needs.</p> <p>2.13 Define goals and standards, staff, and parents our meanings of "success". We can then focus on increasing student success by actively engaging all students in their own learning.</p> | <p>Decrease in stress level of students and create a positive experience for incoming first year students.</p> <p>To ask students how we could have improved their experience at Hadley. Qualitative data.</p>                          |
|   |   | <p>1.14 CAT-testing for all students<br/>1.16 Extensive Student Services Program</p>   |   |
|   | <p>1.2 To design and promote social and emotional support services in our school that are easily accessible to all students and parents.</p>                          | <p>1.2 To increase the support from our local (outside of the school) social and emotional services available to our school community. Counseling activities, workshops, geared at helping students conquer negative behaviours and boost self esteem.</p>   | <p>Track number of students participating in social and emotional services offered at Hadley. Quantitative data.</p> <p>Track number of students participating in extra-curricular and co-curricular activities. Quantitative data.</p> |
|   | <p>1.3 Increase positive self-regard in all students and staff.</p>   | <p>1.31 Discuss with Hadley students in general assemblies and in classes our academic expectations of all students including procedures and expectations.</p>   | <p>We monitor classroom climate by being present in classes as much as possible – includes teacher observation and supervision. Qualitative data.</p>   |
|   | <p>1.4 Build a better relationship and encourage meaningful communication between staff and students.</p>   | <p>1.41 Improved activities and field trips planned for noon hour, in school and after school. This includes the "House System" we will pilot in 2005-2006.</p>  | <p>Track number of communications (emails, phone calls, letters ) made to home from staff at our school regarding student progress. Monitor attendance Quantitative data.</p>   |
|   | <p>1.5 Information Session</p>  | <p>1.51 Open House (twice per year)</p>  | <p>Answering any/all questions regarding Hadley.</p>  |
|   | <p>1.6 IPLC</p>   | <p>1.61 Integrated/Enclosed IPLC Program</p>   | <p>Increased success rates for IPLC students</p>  |

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| 2. We must accommodate the many students coded with special needs. | 2.1 To develop and fine-tune a system of diagnosing the special needs of students most optimal to the secondary school. | 2.1 Comprehensive transition meetings to properly identify the needs of our incoming students between our Special Education team and feeder schools.<br>2.12 Staff Meetings devoted to transition<br>2.13 Develop and make available to staff an Individual Education Plans for all coded students.<br>2.14 Forming and clearly defining to our programs that fit the academic needs of our students.<br>1.15 Homework Tracking system for our most needy students. | By having the student in the appropriate program.<br><br>Mail home report cards and I.E.P. reports with the expectation to have an increased turnout at Parent/Teacher interviews.<br><br>Having homework and assignments handed in on time. |
|--|---|---|--|

**SCHOOL BASED PROFESSIONAL DEVELOPMENT ACTIVITIES (to address Priorities):**

| Priorities | Title & Brief Description:                                    | Comment, Rationale, Explanation:  | Resources or Supports Required  |
|------------|---|---|---|
| Priority 1 | 1. Harry Wong In-School Workshops                             | We focused on building and positive classroom environment and positive classroom management skills.   | Video Tapes and Activities and a Book "First Day's of School" to All Staff              |
|            | 2. Tien Nguyen Physical Therapist and Registered Nutritionist | Importance of nutrition and overall health of professionals in education is crucial for the longevity and their effectiveness in schools..                  | Health and Balance Workshop   |
|            | 3. QEP- Evaluation & Assessment                               | Focus on understanding and believing in the Implementation of Q.E.P.  | WQSB. Director of Education Ainsley Rose Workshop and Workshop by Hadley Administration |
|            | 4. Staff Teambuilding Initiatives                             | We have focused on fostering of positive staff relationships. We want to role-model for the students positive and healthy relationships between colleagues. | Hadley Staff and Administration   |

Priority 2

|  |   |  |   |
|--|---|--|---|
| 4. Instructional Intelligence Initiative | On-going 5 year commitment and has been the most rewarding of experiences for 60% of our staff who have volunteered to participate. | WQSB Special Resources / Barrie Bennett and Hadley Administration  |   |
| 5. Curriculum Mapping Sessions           | Create subject teams to facilitate teacher collaboration and encourage innovation in curriculum implementation.                     | In-School Teams and Hadley Administration  |   |
| 6. QEP Curriculum Development            | Develop Ongoing Discussions and Preparation for Future Implementation   | WQSB, Symmes Jr. H.S., MEQ Workshops, and In-School Teams, Hadley Administration   |   |
| Priority 3                               | 7. ADD and ADHD Workshops, Books and Resources  | We want to better understand students with Learning Difficulties and learn skills to better help these students achieve success.   | Robert Cooper, Hadley Special Ed. Team and Hadley Administration                            |
|  | 8. Working Successfully with Difficult students.  | Practical strategies for increasing you effectiveness with difficult to reach students.  | Dr. Allen Mendler Videos Hadley Staff and Administration                                    |
|  | 9. Workshops on Modifying Instruction and Assessment  | We believe it is necessary to help bridge the cognitive skills gap between students in the same classes/groups and therefore we will working on understanding this process better. | WQSB and Hadley Special Ed. Team, and Hadley Administration                                 |
|  | 10. Proactive Teacher/Staff Supervision Schedule and Workshop   | Proactive supervision is crucial for the safety of students but it is a perfect opportunity to develop healthy relationships with the students.                                    | Hadley Administration   |
|  | 11. New Hadley Teacher Workshop/Lunch   | First year teacher introduction workshop and luncheon.   | Hadley Administration   |
|  | 12. Listen-up 2   |  | CRIA Educational video  |
|  | 13. Assessment and Training Videos  | Activities, discussions, questionnaires , and sharing of ideas regarding authentic Assessment and Evaluation.  | Series of videos and books from The Assessment Training Institute and Hadley Administration |

**C. INDICATORS of STUDENT SUCCESS at Hadley (to address Priorities):**

**PRIORITY 1**

**A) HADLEY JUNIOR HIGH SCHOOL EXTRA CURRICULAR AND CO CURRICULAR ACTIVITIES**

|  | Students participating in 2003-2004<br>(pop. 450) | Students participating in 2004-2005<br>(pop. 532) |
|--|---|---|
| <b>CULTURAL AND SOCIAL ACTIVITIES SEC CYCLE 1</b>                                |   |   |
| Academic Awards Assemblies: Principal's List, Honour Roll, Increase in Term Avg. | NA  | 60  |
| June Academic Awards Ceremony (and parents)                                      | 250   | 120   |
| June Athletic Awards Ceremony (and parents)                                      | 120   | 201   |
| Citizenship Awards Ceremony  | 80  | 100   |
| Excel Field Trips  | NA  | 60  |
| 3 for 3, 6 for 6 Academic Awards Field-Trip                                      | 50  | 115   |
| 30 Hour Famine   | 70  | 70  |
| End of Year Assembly and School BBQ (and staff)                                  | 500   | 600   |
| Drama Production "Harold Big Book of Dreams", Talent Show, Air Band, Stomp       | 60  | 480   |
| Morning Announcements  | 6   | 8   |
| Environment/Recycling club   | NA  | 6   |
| Lunch time movies/Games room/ Breakfast Club                                     | 100   | 150   |
| Music Makers and School Band   | 4   | 30  |
| Yearbook   | NA  | 4   |
| Open House/Parent Information Nights (and Parents)                               | 300   | 300   |
| Mini-Enrichment/University   | 10  | 24  |
| After School Homework Club   | 50  | 60  |
| Power Play : French, English, Math, Hairstyling                                  | NA  | 80  |
| Writing workshop   | NA  | 2   |
| Ladies Group   | 20  | 30  |
| Buddy Program  | NA  | 6   |
| Peer Tutors/Tutoring   | 12  | 20  |
| Grade 8 boat Cruise  | 200   | 200   |
| Jungle Cat World Safari  | NA  | 530   |
| La Ronde   | 250   | 355   |
| Phil's Reptile Show  | NA  | 530   |
| New York Trip  | 70  | 70  |
|  |   |   |
| <b>SPORTS, PHYSICAL NAD OUTDOOR ACTIVITIES SEC CYCLE 1</b>                       |   |   |
| Inside outside Edge Rock-Climbing  | 220   | 294   |
| Terry Fox Run  | 215   | 278   |
| Carleton University Sports Day   | 200   | 215   |
| Score Keepers/Team Managers  | 8   | 10  |
| Summer/March Break Basketball Camp   | 40  | 40  |
| Cheerleading   | NA  | 30  |

#### Intramural Sports

|  |                      |                      |
|--|----------------------|----------------------|
| 350  | 400                  |                      |
| Varsity Soccer Girls   | 32                   | 45                   |
| Varsity Soccer Boys  | 16                   | 32                   |
| Varsity Basketball Girls   | 22                   | 30                   |
| Varsity Basketball Boys  | 24                   | 60                   |
| Varsity Volleyball Girls   | 24                   | 24                   |
| Varsity Volleyball Boys  | NA                   | 17                   |
| Varsity Track & Field  | 46                   | 60                   |
| Varsity Ultimate Frisbee   | NA                   | 10                   |
| Varsity Badminton  | 18                   | 32                   |
| Varsity Football   | NA                   | 45                   |
| Varsity Cross Country  | 20                   | 26                   |
| Mountain Biking Club   | NA                   | 25                   |
| <b>Teachers, Support Staff and Admin. Participating in One or More Extra or Co-Curricular Activities</b> | <b>100% of staff</b> | <b>100% of staff</b> |

## PRIORITY 1

### B) Counseling Services Offered to Students at Hadley in 2004-2005

#### a) Proposed Workshops

##### Anger Management

Geared towards adolescents, this 6 week workshop will teach skills to help reduce acting out and to promote positive choice making. Students will meet once a week for the length of a class period. Through discussion, role play, exercises and theory, students will learn new strategies to deal with their anger.

##### Assertiveness Training

Assertiveness is a style of communication which demonstrates respect for yourself as well as others. Students taking part in this 10 week workshop will learn skills in problem solving, coping with difficult situations and resolving interpersonal conflicts.

##### Bullying Awareness

Safe schools are free from violence, are nurturing, caring and respectful of everyone. They are physically and psychologically healthy and promote sensible risk taking. Safe schools enhance the self-esteem of all. At Hadley we have a zero tolerance policy for aggression and this program will teach skills to individuals who have difficulties with rough housing, confrontational body language and verbal aggression.

##### Self Esteem

Boost your self esteem workshops. Many young women suffer from poor self image which can manifest itself in various ways. This workshop series aims to promote a more positive, healthier perspective by challenging those beliefs that get in the way of our well being.

##### Divorce and Separation

Group sessions will be offered for students whose parents have or will be separated, divorced or if there is a custody dispute. Sessions will include discussions and sharing in a supportive milieu.

##### Healthy Lifestyles Program

A weekly In-school program for self-referred grade 7 and 8 students who would like to learn how to make healthy lifestyle choices. In a closed group, students will discuss anger management, drugs and alcohol, problem solving and other essential life skills. This 12 week course follows the same criteria as the Early Intervention Program offered by the Royal Ottawa Hospital.

#### b) On-Going Services

##### Hadley Drop In center

A center that is open to Hadley students at lunchtime to relax, attend mini workshops, socialize and play games. The center is located in room 250 and is also a resource to teens who require information on various adolescent concerns.

##### Peer Tutors

Select group of students trained to volunteer their time to help their peers who are experiencing academic difficulties

Hadley Hawks

A weekly noon-time program for pre-identified and self referred boys. We offer a supportive and safe milieu for the boys to practice social skills. They play board games, take part in scavenger hunts, watch movies, participate in field trips and other fun bonding activities.

Ladies Group

A weekly noon-time program for girls who would like to meet new friends, practice their social skills and participate in fun and creative activities.

High Flyer Club

A club providing noon hour activities for lively, impulsive and creative boys, pre-identified and self referred.

Organizational Skills Training

This ongoing service is offered to students experiencing organizational difficulties. Through support and the use of tools such as “tracking sheets”, students will learn to be efficient, organized and responsible.

Academic, Social and Personal Counseling

Staff are available to meet with students who are self-referred or referred by teachers, parents or peers. Student Services staff include Youth Counselors, Teacher’s Aide, Guidance Counselor, Drug and Alcohol Counselor as well as a Social Worker.

School Nurse

There is a school nurse on the premises three days per week and is available for consultations by appointment.

Monthly Mini Workshops

Monthly mini workshops will be given at lunchtime in the Drop in Center. Some examples are: organization, stress management, anger management , time management, study habits, healthy eating and much more.

After School Homework Club

Supervised homework time at school, 3:30 –4:30 Monday to Thursday. Parents must supply transportation.

Resource Center

Open at non hours. Computer access , as well as coaching for more effective learning. Available to any interested students.

Breakfast Club

With the support of the Home and School Association, nutritious snacks available preschool and at recess. Donations appreciated.

Lunchtime Tutorials By Teachers

All teachers offer extra help at lunchtime on certain days of the cycle, schedule provided October 15.

| Year      | Number of students participating in our social and emotional services offered. |
|-----------|--|
| 2003-2004 | 178  |
| 2004-2005 | 280  |
| 2005-2006 |  |

**PRIORITY 1**

**C) School as a Caring Community Profile 2003-2004 (part 1)**

Rarely Some

timesAs Often as NotMore Often than NotAlmost Always1.

|  |    |    |    |    |    |
|--|----|----|----|----|----|
| Students treat classmates and school mates with respect. | 20 | 49 | 93 | 68 | 34 |
|--|----|----|----|----|----|

|     |   |    |    |    |     |    |
|-----|---|----|----|----|-----|----|
| 25. | Students respect others' personal property.   | 21 | 63 | 74 | 79  | 29 |
| 3.  | Students behave respectfully toward their teachers.                                   | 9  | 36 | 66 | 103 | 53 |
| 4.  | Students behave respectfully toward all other school staff.                           | 8  | 34 | 61 | 98  | 56 |
| 5.  | Students treat the school building and other school property with respect.            | 16 | 39 | 75 | 91  | 43 |
| 6.  | Students behave respectfully towards their parents.                                   | 17 | 24 | 47 | 97  | 77 |
| 7.  | Students share resources with others.   | 23 | 28 | 60 | 82  | 62 |
| 8.  | Students care about and help each other, even if they are not friends.                | 60 | 63 | 71 | 57  | 17 |
| 9.  | Students refrain from putting other people down.                                      | 63 | 74 | 62 | 49  | 11 |
| 10. | Students work well together.  | 19 | 38 | 74 | 70  | 50 |
| 11. | Students refrain from picking on others or excluding them because they are different. | 46 | 57 | 72 | 63  | 25 |
| 12. | Students listen to each other in class discussions.                                   | 40 | 47 | 77 | 73  | 21 |
| 13. | Older students are kind to younger students.  | 50 | 49 | 74 | 63  | 27 |
| 14. | Students solve problems without fighting, insults, or threats.                        | 74 | 62 | 68 | 47  | 17 |

|     |   |    |    |    |    |    |
|-----|---|----|----|----|----|----|
| 15. | With their interactions with something that isn't their fault, they apologize and try to make up for it.            | 65 | 64 | 61 | 40 | 39 |
| 16. | Students help new students make friends and feel accepted.  | 27 | 48 | 67 | 67 | 44 |
| 17. | When students see another student being mean, they try to stop it.  | 72 | 60 | 70 | 41 | 17 |
| 18. | Students try to console or comfort a peer who has experienced a sadness.  | 25 | 28 | 68 | 81 | 48 |
| 19. | Students are patient and forgiving with each other.   | 44 | 54 | 87 | 59 | 23 |
| 20. | Students show good sportsmanship.   | 17 | 29 | 62 | 93 | 57 |
| 21. | In their interactions with students, teachers display the character qualities the school is trying to reach.        | 14 | 27 | 76 | 84 | 50 |
| 22. | In their interactions with students, administration displays the character qualities the school is trying to reach. | 12 | 31 | 69 | 84 | 60 |
| 23. | In their interactions with students, support staff displays the character qualities the school is trying to reach.  | 15 | 27 | 71 | 96 | 53 |

|                              |  |    |    |    |    |     |
|------------------------------|--|----|----|----|----|-----|
| 24.                          | In their interactions with students, staff displays the character qualities the school is trying to reach.                             | 13 | 27 | 71 | 85 | 56  |
| 25.                          | Teachers treat all students fairly and do not "play favourites "   | 52 | 54 | 48 | 51 | 44  |
| 26.                          | Teachers go out of their way to help students who need extra help.   | 15 | 27 | 50 | 55 | 102 |
| 27.                          | The school staff listen to students' problems, and students feel they can talk to their teachers about things that are bothering them. | 32 | 27 | 67 | 61 | 64  |
| 28.                          | The school staff respect, care about, and help each other.   | 10 | 21 | 42 | 63 | 109 |
| 29.                          | The school treats parents in a way that makes them feel respected, welcomed and cared about.   | 16 | 15 | 47 | 80 | 99  |
| 30.                          | Parents support and work with the school.  | 14 | 29 | 65 | 79 | 87  |
| <b>Total Respondents 370</b> |  |    |    |    |    |     |

**School as a Caring Community Profile 2003-2004 (part 2)**

Q31. Do you feel schoolwork, in general, at Hadley, has been meaningful to you?

Q32. Do you feel your courses, in general, at Hadley, have been interesting?

Q33. Do you feel we, at Hadley, use technology enough for school work?

Q34. Has the use of homework, at Hadley, helped you learn?

Q35. Is there an adult (staff member), at Hadley, who you would turn to if you were experiencing a personal problem?

|     | <b>Gr. 7 Fem</b> | <b>Gr. 7 Male</b> | <b>Gr. 8 Fem</b> | <b>Gr. 8 Male</b> |
|-----|------------------|-------------------|------------------|-------------------|
| Q31 | 76% yes 21% no   | 72% yes 28% no    | 82% yes 18% no   | 54% yes 46% no    |
| Q32 | 81% yes 16% no   | 69% yes 31% no    | 66% yes 34% no   | 60% yes 40% no    |
| Q33 | 57% yes 43% no   | 65% yes 35% no    | 63% yes 37% no   | 55% yes 45% no    |
| Q34 | 53% yes 47% no   | 65% yes 35% no    | 49% yes 51% no   | 41% yes 59% no    |
| Q35 | 49% yes 51% no   | 50% yes 50% no    | 65% yes 35% no   | 56% yes 45% no    |

## PRIORITY 1

### D) Immediate School Community Question:

| Questions:  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|---|------------------------------|-----------------------------|
| Overall, do you feel safe and secure at school?       |                              |                             |
| Do you safe in class?                                 |                              |                             |
| Do you feel on the bus?                               |                              |                             |
| Do you feel safe on the hallways and the school yard? |                              |                             |

## PRIORITY 1

### E) Comparison: Students Participating in Varsity Sports and Their Academic Success

| Year      | Students Participating in Varsity Sports | Percentage of Varsity Students Promoted to Next Grade Level | Percentage of Varsity Athletes on Honour Roll and Principal's List | Percentage of Students Failing Two or More Subjects Participating in Varsity Sports |
|-----------|--|---|--|---|
| 2002-2003 | 90                                       | NA  | NA   | NA  |
| 2003-2004 | 123                                      | NA  | NA   | NA  |
| 2004-2005 | 201                                      | 95%   | 53%  | 5%  |
| 2005-2006 |  |   |  |   |
| 2006-2007 |  |   |  |   |
| 2007-2008 |  |   |  |   |

## PRIORITY 1

### F) Students on Honour Roll and Principal's List

#### Number of Students on Honour Roll

| Year      | Grade 7 | Grade 8           | TOTALS |
|-----------|---------|-------------------|--------|
| 2002-2003 | 52      | 12                | 64     |
| 2003-2004 | 49      | 19 (3x3) 43 (6x6) | 111    |
| 2004-2005 | 56      | 18(3x3), 38 (6x6) | 112    |
| 2005-2006 |         |                   |        |
| 2006-2007 |         |                   |        |

#### Number of Students on Principal's List

| Year      | Grade 7 | Grade 8 | TOTALS |
|-----------|---------|---------|--------|
| 2002-2003 | 2       | 4       | 6      |
| 2003-2004 | 2       | 6       | 8      |
| 2004-2005 | 4       | 8       | 12     |
| 2005-2006 |         |         |        |
| 2006-2007 |         |         |        |

## PRIORITY 1

### E) Suspension Statistics

Number of Suspensions 2004-2005 (suspensions for violence are in parentheses)

MonthGrade 7

GirlsGrade 7

BoysGrade 8

GirlsGrade 8

Boys

TOTALSSeptember

|                                  | 2      | 9 (2)  | 8 (3)  | 4 (1)  | 23 (6)   |
|----------------------------------|--------|--------|--------|--------|----------|
| October                          | 4      | 10     | 3      | 12 (4) | 29 (4)   |
| November                         | 7 (1)  | 4 (2)  | 9      | 11 (5) | 31 (8)   |
| December                         | 4      | 4 (2)  | 3      | 4 (2)  | 15 (4)   |
| January                          | 1      | 0      | 1 (1)  | 1 (1)  | 3 (2)    |
| February                         | 1      | 0      | 0      | 3 (1)  | 4 (1)    |
| March                            | 1      | 1 (1)  | 8 (1)  | 7 (2)  | 17 (4)   |
| April                            | 5      | 11     | 9 (2)  | 9 (1)  | 34 (3)   |
| May                              | 2      | 1      | 1      | 1      | 5        |
| June                             | 0      | 0      | 0      | 0      | 0        |
| TOTALS                           | 25 (1) | 40 (7) | 42 (7) | 51 (7) | 161 (32) |
| TOTAL POPULATION of 532 STUDENTS |        |        |        |        |          |

Number of Suspensions 2003-2004 (suspensions for violence are in parentheses)

MonthGrade 7

GirlsGrade 7

BoysGrade 8

GirlsGrade 8

Boys

TOTALSSeptember

|                                  | 1 (1)  | 3       | 2      | 4 (2)  | 9 (3)    |
|----------------------------------|--------|---------|--------|--------|----------|
| October                          | 1 (1)  | 4 (2)   | 2 (2)  | 0      | 7 (5)    |
| November                         | 4 (1)  | 7 (3)   | 2      | 3      | 16 (4)   |
| December                         | 5      | 6 (4)   | 2      | 6      | 19 (4)   |
| January                          | 8      | 1 (1)   | 1      | 0      | 10 (1)   |
| February                         | 5 (3)  | 6 (1)   | 3      | 5      | 19 (4)   |
| March                            | 6 (1)  | 4       | 3 (1)  | 3 (1)  | 16 (3)   |
| April                            | 4      | 3       | 4      | 4      | 15       |
| May                              | 4 (1)  | 3 (1)   | 6 (1)  | 6 (1)  | 19 (4)   |
| June                             | 0      | 0       | 0      | 0      | 0        |
| TOTALS                           | 37 (8) | 37 (12) | 25 (4) | 31 (4) | 130 (28) |
| TOTAL POPULATION of 450 STUDENTS |        |         |        |        |          |

Number of Suspensions 2002-2003 (suspensions for violence are in parentheses)

MonthGrade 7

GirlsGrade 7

BoysGrade 8

GirlsGrade 8

Boys

TOTALSSeptember

|          | 3 (2) | 2 (1) | 11 (2) | 6 (1) | 22 (6)  |
|----------|-------|-------|--------|-------|---------|
| October  | 6 (3) | 1 (0) | 14 (7) | 7 (0) | 28 (10) |
| November | 1 (1) | 0     | 1 (0)  | 0     | 2 (1)   |
| December | 9 (3) | 1     | 6 (2)  | 3 (0) | 19 (5)  |
| January  | 1 (0) | 0     | 1 (0)  | 0     | 2       |
| February | 4 (2) | 2 (1) | 10 (5) | 2 (0) | 18 (8)  |
| March    | 1 (1) | 1 (0) | 5 (3)  | 1 (0) | 8 (4)   |
| April    | 1 (0) | 1 (0) | 2 (0)  | 2 (1) | 6 (1)   |

May

|                                  |         |        |         |        |          |
|----------------------------------|---------|--------|---------|--------|----------|
| 2                                | 11      | 1      | 12      | 26     |          |
| June                             | 1       | 2      | 0       | 2      | 5        |
| TOTALS                           | 29 (12) | 21 (2) | 51 (19) | 21 (2) | 136 (35) |
| TOTAL POPULATION of 396 STUDENTS |         |        |         |        |          |

**PRIORITY 2****Overall Academic Success Rates**

| Subject                 | 2004 - 2005       |                       | 2003-2004         |                       | 2002-2003         |                       |
|-------------------------|-------------------|-----------------------|-------------------|-----------------------|-------------------|-----------------------|
|                         | Students Enrolled | Percentage Successful | Students Enrolled | Percentage Successful | Students Enrolled | Percentage Successful |
| Math 116                | 317               | <b>72</b>             | 275               | <b>63</b>             | 224               | <b>59</b>             |
| Math 216                | 234               | <b>88</b>             | 209               | <b>81</b>             | 197               | <b>54</b>             |
| English 116             | 235               | <b>81</b>             | 181               | <b>71</b>             | 140               | <b>69</b>             |
| English 216             | 234               | <b>96</b>             | 209               | <b>91</b>             | 198               | <b>83</b>             |
| French 114              | 234               | <b>73</b>             | 181               | <b>54</b>             | 142               | <b>61</b>             |
| French 214              | 158               | <b>75</b>             | 127               | <b>77</b>             | 137               | <b>80</b>             |
| Grammaire               | 85                | <b>94</b>             | 99                | <b>83</b>             | 185               | <b>84</b>             |
| Francais 114            | 85                | <b>99</b>             | 99                | <b>98</b>             | 85                | <b>97</b>             |
| F r a n c a i s 214     | 79                | <b>97</b>             | 82                | <b>100</b>            | 59                | <b>100</b>            |
| Géographie              | 85                | <b>93</b>             | 99                | <b>94</b>             | 85                | <b>95</b>             |
| Geography               | 169               | <b>92</b>             | 181               | <b>83</b>             | 140               | <b>78</b>             |
| Écologie                | 85                | <b>95</b>             | 99                | <b>91</b>             | 85                | <b>92</b>             |
| Ecology                 | 170               | <b>95</b>             | 161               | <b>78</b>             | 148               | <b>76</b>             |
| Histoire                | 79                | <b>91</b>             | 82                | <b>95</b>             | 59                | <b>95</b>             |
| History                 | 158               | <b>86</b>             | 107               | <b>85</b>             | 139               | <b>79</b>             |
| S c i e n c e Physique  | 79                | <b>87</b>             | 82                | <b>95</b>             | 59                | <b>98</b>             |
| P h y s i c a l Science | 158               | <b>88</b>             | 107               | <b>94</b>             | 141               | <b>82</b>             |
| Physical Ed. 113        | 329               | <b>98</b>             | 275               | <b>97</b>             | 236               | <b>98</b>             |
| PhysicalEd. 213         | 240               | <b>92</b>             | 209               | <b>97</b>             | 206               | <b>91</b>             |
| Moral Ed 114            | 172               | <b>96</b>             | 187               | <b>96</b>             | 187               | <b>80</b>             |
| Moral Ed 214            | 197               | <b>93</b>             | 153               | <b>94</b>             | 147               | <b>83</b>             |
| Catholic 114            | 76                | <b>81</b>             | 60                | <b>77</b>             | 78                | <b>75</b>             |
| Catholic 214            | 32                | <b>100</b>            | 36                | <b>97</b>             | n/a               | <b>n/a</b>            |
| Protestant 114          | 19                | <b>94</b>             | 27                | <b>96</b>             | 33                | <b>79</b>             |
| Protestant 214          | 9                 | <b>100</b>            | 20                | <b>100</b>            | n/a               | <b>n/a</b>            |
| Art 114                 | 235               | <b>82</b>             | 253               | <b>92</b>             | 236               | <b>98</b>             |
| Art 214                 | 221               | <b>81</b>             | 209               | <b>90</b>             | 205               | <b>96</b>             |
| Drama 114               | 214               | <b>100</b>            | 255               | <b>100</b>            | 235               | <b>99</b>             |
| Drama 214               | 225               | <b>98</b>             | 209               | <b>98</b>             | 205               | <b>93</b>             |
| Music 114               | 235               | <b>100</b>            | 254               | <b>100</b>            | 236               | <b>98</b>             |
| Music 214               | 225               | <b>98</b>             | 209               | <b>99</b>             | 206               | <b>81</b>             |
| Computers 114           | 238               | <b>94</b>             | 253               | <b>86</b>             | 236               | <b>81</b>             |
| Computers 214           | 224               | <b>91</b>             | 209               | <b>86</b>             | n/a               | <b>n/a</b>            |
| Leadership              | 61                | <b>96</b>             | n/a               | <b>n/a</b>            | n/a               | <b>n/a</b>            |
| M a t h 190/290         | 18                | <b>100</b>            | n/a               | <b>n/a</b>            | n/a               | <b>n/a</b>            |
| E n g l i s h 190/290   | 18                | <b>100</b>            | n/a               | <b>n/a</b>            | n/a               | <b>n/a</b>            |
| F r e n c h 190/290     | 18                | <b>67</b>             | n/a               | <b>n/a</b>            | n/a               | <b>n/a</b>            |
| Physiology 190/290      | 18                | <b>100</b>            | n/a               | <b>n/a</b>            | n/a               | <b>n/a</b>            |

|                            |    |     |     |     |     |     |
|----------------------------|----|-----|-----|-----|-----|-----|
| Current Affairs<br>190/290 | 18 | 100 | n/a | n/a | n/a | n/a |
|----------------------------|----|-----|-----|-----|-----|-----|

## PRIORITY 2

### B) Students Sent to Reflection Room Statistics

| Year                 | Sec. 2 |
|----------------------|--------|
| 2002-2003 (Pop. 392) | 481    |
| 2003-2004 (Pop. 450) | 374    |
| 2004-2005 (Pop. 532) | 310    |
| 2005-2006            |        |
| 2006-2007            |        |
| 2007-2008            |        |

## PRIORITY 2

### C) Success Rates on June Uniform Exams

| Year      | Math 116     | Math 216     | English 216  | F.S.L. 216   |
|-----------|--------------|--------------|--------------|--------------|
|           | Average Mark | Average Mark | Average Mark | Average Mark |
|           | Success Rate | Success Rate | Success Rate | Success Rate |
| 2000-2001 | 66%          | 65%          | 60.3%        | 57%          |
| 2001-2002 | N/A          | N/A          | N/A          | N/A          |
| 2002-2003 | 66%          | 65%          | 60.3%        | 57%          |
| 2003-2004 | 69%          | 72%          | 74%          | 82%          |
| 2004-2005 | 59%          | 51%          | 55%          | 49%          |
| 2005-2006 | 69%          | 87%          | 66%          | 74%          |
| 2006-2007 | 64%          | 48.8%        | 26.9%        |              |

## PRIORITY 2

### D) Number of Students Failing Two (or Three) of English, French and/or Math

Year Grade 7 Girls Grade 7

Boys Grade 8

Girls Grade 8

Boys Total Number Students of Students in School 1999-2000

| Year          | 4  | 15 | 8  | 8  | 317     |
|---------------|----|----|----|----|---------|
| 2000-2001     | 9  | 18 | 11 | 22 | 321     |
| 2001-2002     | 5  | 19 | 5  | 13 | 344     |
| 2002-2003     | 11 | 22 | 5  | 11 | 396     |
| 2003-2004     | 24 | 34 | 7  | 6  | 450     |
| 2005          | 2  | 6  | 0  | 3  | 470/532 |
| 2005 Excel    | 3  | 9  | NA | NA | 40/532  |
| 2005 Bridging | 3  | 4  | NA | NA | 22/532  |

## PRIORITY 3

### A) Breakfast Club Attendance and Homework Club Attendance

| Year      | Breakfast Club Attendance –<br>Number of Visitations<br>(breaks and lunchtime) | Homework Club Attendance –<br>Number of Visitations<br>(after-school) |
|-----------|--|---|
| 2002-2003 | NA   | 187+  |
| 2003-2004 | 4200+  | 200+  |
| 2004-2005 | 8000+  | 199+  |
| 2005-2006 |  |   |
| 2006-2007 |  |   |

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**INSTRUCT**

**SOCIALIZE**

**QUALIFY**

### **Our Hierarchy of Needs**

We must create a safe, positive, and caring learning environment.

The overall health of all members of our school community must be our first priority.  
**TO SOCIALIZE, TO PREPARE STUDENTS TO LIVE TOGETHER IN HARMONY**

We must foster and develop a positive self-image for all members of the school community. Engaging students in meaningful school experiences will give the students the courage and confidence to excel academically, in athletics, and in the arts.

**TO PROVIDE INSTRUCTION WITH RENEWED CONVICTION**

3. We must provide all students with an educational environment commensurate with their interests, aptitudes and needs by differentiating instruction and offering a broader range of educational options. By doing so we will prepare our students for Secondary Cycle Two.  
**TO PROVIDE QUALIFICATIONS THROUGH A VARIETY OF OPTIONS**

### **Our Moral and Ethical Compass**

### **Scheduling and Timetabling Priorities**

### **Budget Priorities**

**QEP Curriculum & "Hidden" Curriculum"**

**Caring and  
Qualified Staff**

**Implementing and Upholding Policy**