

Mission

Our Mission: To achieve success through education and community.

Vision

STRENGTH in PEOPLE: Our parents support student and school success; Our parents are involved in school life; Our school community will celebrate success; Our school community will commit to an open and organized communication plan; Our school community respects and appreciates all support staff; Our school's support staff's primary goal is to support student success; Our school staff is proud to work in our school; Our school staff works together; Our school staff leads by example; STRENGTH OF PURPOSE: Our teachers have a caring and professional approach to learning; Our teachers are committed to best pedagogical practices; Our students are actively involved in school life; Our students' voice is respected and heard; Our students take responsibility for their own learning; Our students are respectful; Our administrators are consistent in implementing and supporting programs and policies; STRENGTH OF LEADERSHIP: Our administrators consult with our school community; Our administrators are accountable for a coherent, clear and consistent school success plan; Our administrators challenge and support students and staff; Our students are given the challenge and opportunities to be leaders in every facet of school life.

Values

Virtues: Mutual Respect, Open Communication, Hard Work, Compassion, Honesty and Academic Excellence.

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 and positive.

Although we share the same mission and vision, we do believe that 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 Cycle One 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.

All members of the school community will lead by example: positive, respectful and professional.

Motto

Work Hard. Be Yourself. Do the Right Thing.

School and its Community

Hadley Junior High School and Philemon Wright High School share the same administrative, office support staff and student support team. We will work together with a common vision and with shared values. The building that houses Hadley Junior High School and Philemon Wright High School is located in the Hull sector of the City of Gatineau. We are a true regional junior/senior high school with students coming from the Hull sector and all neighbouring communities accomodating no less than five feeder schools. Our facility has been a part of the community for 40 years, and we take pride in keeping our building and grounds in excellent condition. We provide a hospitable ethos to help facilitate teh transitions from elementary to junior and senior high school. And, we are working in partnership with the local residents, businesses and schools; to enhance our reputation within the local community.

Students

Appendix A: Hadley Junior High School and Philemon Wright High School Student Population Profile Sheet

Appendix B: Hadley Junior High School and Philemon Wright High School Student Pyramid of Interventions. Interventions are identified as Intentional Non-Learners or Hard-Working Non-Learners, as in need of Emotional/Social/Behavioural/ Physical Health support, as in need of Academic/Organizational Issues, as in need of Attendance to School Support, and are also identified as Green, Yellow, Red and Flashing Red levels of attitude towards thier own study. Our Student Support Team will analyze student results each term, the data discussed by level and an intervention plan is put in place. Interventions include: level meetings, parent/ school meeting, phone/email/letter of concern sent home, admin/student meeting, bi-weekly Student Services meeting to monitor plan, (plans will now focus on the Yellow students and not just the Red students).

Included in the Pyramid of Interventions is the Student Induction Program that will focus on the transition from Elementary to Junior High School and Junior High School to High School is a significant one. A process has been put in place to ease these transitions: dedicated orientation days, Open House for parents and students, visits to feeder schools, transition meeting with teachers and student support team, At Risk meetings, feeder school visits, Principal meetings to discuss transitions, Elementary teachers are visiting Hadley to align curriculum and discuss students, tracking attitude to study and academic achievement progress over each year of Secondary Cycle 1 and Cycle 2.

Appendix C: Hadley Junior High School and Philemon Wright High School Student Student Support Team: All Student Services contact information is available to all students and parents.

Appendix D: Hadley Junior High School and Philemon Wright High School Student Celebrating Success Plan: Attitude to Study, Citizenship and Academic Achievement is celebrated every term.

School

Appendix E: Hadley Junior High School and Philemon Wright High School Academic and Work-Oriented Programs.

Both Hadley and Philemon are facing declining enrollment in student population. The projected enrollment for 2010/2011 is: Hadley 440 students, Philemon Wright 650 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. We continue to develop programs to meet the needs of students - programs designed to systemically incorporate the required resources students need to be successful. Our expectation is that all students will be successful. In 2010-2011, we will offer the following programs: General Education Program (Cycle One and Two); Applied General Education Program (Cycle Two); Enriched French Program (Cycle One and Two); Modified Academic Program (Cycle One); Life-Skills Center (Cycle One and Two); Work Oriented Training Path (Cycle Two).

Staff

2010-2011 Staffing Information: Principal: Terry Kharyati; Vice-Principal: Dodie Payne; Vice-Principal: Julie Fram-Greig ; Vice-Principal: Terri McPhail; Teaching Staff: 70; Administrative Assistants: 8; Academic Advisors: 2; Youth Counsellors : Custodial Staff: CLSC Nurse: 0.5; CLSC Social Worker: 0.5; Technology Technician: 0.5; WQSB Drug and Alcohol Technician: 0.5.

Appendix F: Professional Growth Plan: There is a partnership between the administrative team and staff to promote professional growth plans and ensure support of the all staff. The Plan has many aspects: Describe expectations and follow-through with observations, professional conversations and formal evaluations; Increase administrative presence in the school; Schedule and attend 3 meetings a year; Set up teams of teachers with their lead administrator; Curriculum Mapping Process: all teachers in all subject areas follow a detailed Curriculum Map; Pedagogical Coordinators: teacher leaders support fellow teachers in subject-specific curriculum development and organization; Professional Development Innovation Grants: Teacher teams working collaboratively on curriculum projects; Teacher Support Network: Admin led workshops to support teachers throughout the year; WQSB Subject Networks: Board wide subject specific teams; Level Meetings: Teachers meet by grade level every term to discuss student progress, strategies and interventions; Department Meetings: Pedagogical Coordinators facilitate subject meetings with teachers and administration on a regular basis; Student Services: Administration, Youth workers, academic advisors, resource teachers and CLSC support staff meet to discuss students at risk and supports; Staff Meetings: Staff meet monthly for discussion, consultation and management purposes.

Families and Communities

Hadley has six elementary feeder schools: Poltimore Elementary, Greater Gatineau Elementary, Pierre Elliott Trudeau Elementary, Buckingham Elementary, Chelsea Elementary and Wakefield Elementary. Hadley is Philemon Wright's only feeder school. Our catchment area is quite large and serves both urban and rural areas. However, 99% of our require School Board transportation and the drive can range from ten minutes to one hundred minutes each way. As such, the school has many unique characteristics, and creating a sense of identity and community is one of our greatest challenges.

According to Government of Quebec statistics, the socio-economic factor for our school for the 2009-2010 year is (PW Socio-Economic Factor: 13.01% and Hadley Socio-Economic Factor: 13.67%) This means that between 13% and 14% 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.

Appendix G: Student Support Team Program Description

Analysis of Situation

Appendix H: Hadley Junior High School and Philemon Wright High School School Success Statistics Package. The Stats Package will include: Student, Staff and Parent Survey Results; Attendance and Achievement Results; Tell Them From Me results. Philemon Wright High School will be annually ranked out of the entire school population of Quebec. Recent results include: 47 out of 90 English Public High Schools in Quebec in 2005; 30 out of 90 English Public High Schools in Quebec in 2006; 38 out of 90 English Public High Schools in Quebec in 2007; 46 out of 90 English Public High School in Quebec in 2008.

AppendixI - Communication andCommunity Involvement Plan

AppendixJ - School Life Enrichment Plan

AppendixK - Emergency Preparedness and Crisis Intervention Plan

AppendixL - Technology to Assist LearningPlan

Appendix M Defining Outstanding for students, parents and staff at Hadley and PW

Increase Individual Student Achievement

Objectives

-  1. MELS - To increase the rate of students obtaining a first diploma or qualification before the age of 20 to 80% by the year 2013

Indicators

-  1.0 The rate of students who obtain a first diploma or qualification before age 20
 -  1.0.1 The rate of female students who obtain a first diploma or qualification before age 20
 -  1.0.2 The rate of males who obtain a first diploma or qualification before age 20
 -  1.1.0 The rate of First Nations students who obtain a first diploma or qualification before age 20
 -  1.1.1 The rate of First Nations females who obtain a first diploma or qualification before age 20
 -  1.1.2 The rate of First Nations males who obtain a first diploma or qualification before age 20

Strategies

-  Appoint Pedagogical Coordinator to Lead Department Teams

Actions

-  The pedagogical coordinator facilitates department meetings on a regular basis

Hadley ~ Philemon Wright Learning Commun Improvement Plan

Curriculum Mapping



Actions



All teachers create and revise curriculum maps for each subject area on an ongoing basis.



Ensure that all students are placed in the appropriate pathways/programs.



Actions



IEP process



Actions



Ad Hoc meetings are held throughout the year to discuss students who have an IEP and to make sure that adaptations/modifications are put in place.



Term 1:

Teachers are responsible for reading all the IEP's for students by Sept 30th



Term 1: Draft IEPs are completed for the new students



Term 1: Teachers are assigned 1-4 students with an IEP. They Meet with the students and read the IEP over with them.



Term 2: Teachers meet with teh students they are responsible for and rate the IEP goals. IEPs are sent home.



Term 3 and 4: Teachers meet with the students and they receive student information sheets from all the student's teachers. The teacher and students revise the IEP for the following year. The IEP is sent home.



Level/Team meetings



Actions



Teachers, admin and student services team, meet every term to discuss individual students, strategeis and interventions.



mentoring program



Actions



A Leadership Program for Hadley students in affiliation with Philemon.

The responsibilities of these mentors will be:

1. Work in the Hadley PLACE
2. Supporting the enclosed classrooms
3. Class Room Assistant
4. Youth Worker Assistant
5. Individual Mentor



Power Play



Actions



The program is designed so that the students receive academic assistance at the lowest possible cost. It is a voluntary program that can help, along with hard work and planning and organization, a student learn the most difficult concepts that need: more explanation, more time to comprehend/grasp, a different perspective and done in a small class environment.



Pyramid of Interventions



Actions



Student Support Team

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remediation



Actions



All teachers offer extra help at lunchtime on certain days of the cycle, Remediation is available for students who want to:
Receive extra-help in a one-on-one setting. To study with a group of students with their teacher supervising. To complete work that may require the teacher to give guidance and or help. To ask question or to discuss a plan of action for the future.
All teacher will post their remediation dates and times on the door of their classroom and refer to it with their students.



Student Support Team



Actions



Meet every week to discuss students at risk and plan interventions



Referrals are made to hte appropriate person to support students needs: Youth worker, Administration, academic advisor, resource teachers, health services



1.2 MELS To reduce the number of school leavers by 30 by the year 2013



Indicators

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- 1.0 The number of Secondary Cycle 1 students who leave school in a given year without a diploma or qualification
 - 1.0.1 The number of Secondary Cycle 1 females who leave school in a given year without a diploma or qualification
 - 1.0.2 The number of Secondary Cycle 1 males who leave school in a given year without a diploma or qualification
- 1.1.0 The number of Secondary Cycle 1 First Nations students who leave school in a given year without a diploma or qualification
 - 1.1.1 The number of Secondary Cycle 1 First Nation females who leave school in a given year without a diploma or qualification
 - 1.1.2 The number of Secondary Cycle 1 First Nation males who leave school in a given year without a diploma or qualification
- 2.0 The number of Secondary III students who leave school in a given year without a diploma or qualification
 - 2.0.1 The number of Secondary III females who leave school in a given year without a diploma or qualification
 - 2.0.2 The number of Secondary III males who leave school in a given year without a diploma or qualification
- 2.1.0 The number of Secondary III First Nations students who leave school in a given year without a diploma or qualification
 - 2.1.1 The number of Secondary III First Nation females who leave school in a given year without a diploma or qualification
 - 2.1.2 The number of Secondary III First Nation males who leave school in a given year without a diploma or qualification
- 3.0 The number of Secondary IV students who leave school in a given year without a diploma or qualification
 - 3.0.1 The number of Secondary IV females who leave school in a given year without a diploma or qualification
 - 3.0.2 The number of Secondary IV males who leave school in a given year without a diploma or qualification
- 3.1.0 The number of Secondary IV First Nation students who leave school in a given year without a diploma or qualification
 - 3.1.1 The number of Secondary IV First Nation females who leave school in a given year without a diploma or qualification
 - 3.1.2 The number of Secondary IV First Nation males who leave school in a given year without a diploma or qualification
- 4.0 The number of Secondary V students who leave school in a given year without a diploma or qualification
 - 4.0.1 The number of Secondary V females who leave school in a given year without a diploma or qualification
 - 4.1.0 The number of Secondary V First Nations students who leave school in a given year without a diploma or qualification
 - 4.1.1 The number of Secondary V First Nation females who leave school in a given year without a diploma or qualification
 - 4.1.2 The number of Secondary V First Nation males who leave school in a given year without a diploma or qualification

Strategies

 Ensure that all students are placed in the appropriate pathways/programs.

Actions



Native Students Support Team



Actions



Academic Support:
Language of instruction,
French second language,
and Math.



Identify Needs/Early Prevention:

- send out progress reports to teachers to monitor classroom behaviour/attitude to study
- discuss strategies to work with individual needs of students
- facilitate open communication between teachers and students
- advocate for students
- meet consistently with students to identify issues early
- keeping informed with parents/guardians
- consistent monitoring of attendance



Social/Emotional Support: -Weekly Circle to facilitate sense of belonging and community within the school

- To discuss challenges and successes
- To introduce new students
- To provide safe environment for students to express their own identity
- To organize: Field Trips, Outings, Invite guest speakers
- To give students a voice on which activities they would like to engage in
- To expand our community by meeting with First Nation students from other schools



School Enrichment Plan



Actions



Celebrating Success in School:



Each Term: teachers will identify the top ten percentile of students accordingly to their marks by Subject.

In June, Subject Specific Honour Roll (+80%) and Subject Specific Principal List (+90%): in accordance with the term four/final mark students. For Grade 7-10 students the End of Year Ceremony will take place in the school before students leave for June break. For Grade 11 students, the ceremony will take place at Graduation.



End of Semester/Year: Athletics/Arts Recognition

In March and in May, we will celebrate the athletic and artistic participation, team and individual achievements.



GOLD AWARD (student receives a green in all their subjects at the end of each term).

In June, Gold Award ALL YEAR (a student receives a green in all their subjects at the end of each term).



Staff will be asked to identify and recognize students who live the qualities of a person of strong moral character. In June, staff will be asked to identify and recognize students who MOST personify the qualities and characteristics have been chosen and defined to assist staff in identifying students who exhibit great leadership and citizenship skills and attitudes.

Student Work Completion Initiative



Actions



Homework Club After-School: a monitored area where students and specifically students participating in activities after school attend a homework club to allow for assistance in completing work.



Homework Completion Days to be held during PD Days: students identified are to come into the school to complete work they owe thier teachers (only work needed to properly evaluate the student).



Lunch and Learn: students are required to attend mandatory homework completion during their lunch hour. Students are identified by thier teachers.



Use SARCA services to recapture leavers



Actions



2. MELS - To improve the mastery of French Second Language



Indicators



1.0 The rate of students who succeed (pass) on the CST Math exam



1.0 The rate of students who succeed (pass) on the French Second Language Secondary V exam reading component



1.0.1 The rate of female students who succeed (pass) on the French Second Language Secondary V exam (reading and writing component)



1.0.2 The rate of male students who succeed (pass) on the French Second Language Secondary V exam (reading and writing component)



1.1.0 The rate of First Nations students who succeed (pass) on the French Second Language Secondary V exam (reading and writing component)



1.1.1 The rate of First Nations female students who succeed (pass) on the French Second Language Secondary V exam (reading and writing component)



1.1.2 The rate of First Nations male students who succeed (pass) on the French Second Language Secondary V exam (reading and writing component)



2.0 The rate of students who obtain a minimum level 3 (60%) on all competencies in French Second Language at the end of Cycle 1 secondary



2.0.1 The rate of female students who obtain a minimum level 3 (60%) on all competencies in French Second Language at the end of Cycle 1 secondary



2.0.2 The rate of male students who obtain a minimum level 3 (60%) on all competencies in French Second Language at the end of Cycle 1 secondary



2.1.0 The rate of First Nations students who obtain a minimum level 3 (60%) on all competencies in French Second Language at the end of Cycle 1 secondary



2.1.1 The rate of First Nations female students who obtain a minimum level 3 (60%) on all competencies in French Second Language at the end of Cycle 1 secondary



2.1.2 The rate of First Nations male students who obtain a minimum level 3 (60%) on all competencies in French Second Language at the end of Cycle 1 secondary



Strategies

 Class Size - FSL grade 9, 10, 11



Actions



Academic advisors monitor FSL class sizes.



Common Planning and Marking - FSL teachers



Actions



On PD days and as part of PDIG - French teachers will meet to work on curriculum mapping, developing LES, developing exams and common marking



Differentiated Levels of French



Actions



Offer Enrichie Program



Offer Power Play for Sec 5 French recovery



French Enrichment Opportunities



Actions



Concours Oratoire - French Public Speaking Competition



Implement Rosetta Stone Program



Actions



Coordinate with French teachers to determine students for Rosetta Stone



Hire Personnel to monitor and communicate progress of Rosetta Stone students



Purchase and maintain required software and hardware



Pyramid of Interventions



Actions



Student Support Team



Support from the French Consultant



Actions



The French consultant has organized PDIG grants that the French teachers have been involved in. She works with teachers developing curriculum, assessment/Evaluation and Evaluation situations.



Time Allocation for French



Actions



2.1 - MELS To improve the mastery of English Language Arts



Indicators

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- 1.0 The rate of students who succeed (pass) on the CST Math exam
- 1.0 The rate of students who succeed (pass) on the English Language Arts Secondary V exam (reading and writing components)
 - 1.0.1 The rate of female students who succeed (pass) on the English Language Arts Secondary V exam (reading and writing components)
 - 1.0.2 The rate of male students who succeed (pass) on the English Language Arts Secondary V exam (reading and writing components)
- 1.1.0 The rate of First Nations students who succeed (pass) on the English Language Arts Secondary V exam (reading and writing components)
 - 1.1.1 The rate of First Nations female students who succeed (pass) on the English Language Arts Secondary V exam (reading and writing components)
 - 1.1.2 The rate of First Nations male students who succeed (pass) on the English Language Arts Secondary V exam (reading and writing components)
- ◆ 2.0 The rate of students who obtain a minimum level 3 (60%) on all competencies in English Language Arts at the end of Cycle 1 secondary
 - 2.0.1 The rate of female students who obtain a minimum level 3 (60%) on all competencies in English Language Arts at the end of Cycle 1 secondary
 - 2.0.2 The rate of male students who obtain a minimum level 3 (60%) on all competencies in English Language Arts at the end of Cycle 1 secondary
- 2.1.0 The rate of First Nations students who obtain a minimum level 3 (60%) on all competencies in English Language Arts at the end of Cycle 1 secondary
 - 2.1.1 The rate of First Nations female students who obtain a minimum level 3 (60%) on all competencies in English Language Arts at the end of Cycle 1 secondary
 - 2.1.2 The rate of First Nations male students who obtain a minimum level 3 (60%) on all competencies in English Language Arts at the end of Cycle 1 secondary

Strategies

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- Appoint Pedagogical Coordinator to Lead Department Teams
 - Actions**
 - The pedagogical coordinator facilitates department meetings on a regular basis

- Cross Curricular Reading Comprehension Program
 - Actions**
 - English Language Arts teachers teach reading comprehension skills using reading material from all subject areas.

- Dedicated independent reading time
 - Actions**
 - English Language Arts teachers allocate time for independent reading on a regular basis

- English Consultant support
 - Actions**
 - Groups of teachers work with the English consultant on different professional development projects

- English department Professional Development Innovation Grants - PDIG
 - Actions**
 - Sec cycle 1 and sec cycle 2 English departments are released through their PDIG to develop LES's that are linked to their Curriculum Maps.

- English Enrichment opportunities
 - Actions**
 - A group of students participate in the Blue Metropolis- writing workshops in Montreal
 - Celebrating Success in English: displays, Hadley Magazine, Book Club, Journalism, presentations on the school TV's, ETC...
 - Coffee House - student perform poetry, stories, lyrics and prose

- Marking Sessions
 - Actions**
 - Common Marking Sessions: Each time, teachers choose some papers, mark them following the rubric, and then discuss the reasons for the marks given. By doing this, they become very familiar with the criteria of the rubric and get a chance to discuss points that might be troublesome. Support will be provided by a representative from the Ministry.

- Resource Model
 - Actions**
 - Resource Model:
 Work Completion-
 Students who did not succeed in more than one subject and are not reaching their full potential (yellow and red ATS), are assigned work completion. Students work in a small group setting with the Youth Worker on organization, study skills, outstanding assignments and different concepts.
 **** Student services team track students who receive support and communicate with all stakeholders on an ongoing basis
 - Resource Model:
 Credit Recovery-
 Students who did not succeed in a subject area and are working to their potential most of the time (yellow and Green ATS), are assigned credit Recovery. The students work in a small group setting with the resource teacher on the skills they will need to succeed in that subject area.
 **** Student services team track students who receive support and communicate with all stakeholders on an ongoing basis
 - Specific teachers are allocated resource time. They provide resource for students in a specific subject area

 3. MELS - To increase success rates of students with special needs

 **Indicators**

- 1.0 The rate of students with special needs who obtain a qualification
 - 1.0.1 The rate of female students with special needs who obtain a pre-work qualification
 - 1.0.1.1 The rate of female students with special needs who obtain a semi-skilled trades qualification
 - 1.0.2 The rate of male students with special needs who obtain a pre-work qualification
 - 1.0.2.2 The rate of male students with special needs who obtain a semi-skilled trades qualification
- 1.1.0 The rate of First nations students with special needs who obtain a qualification or diploma
 - 1.1.1 The rate of First Nations female students with special needs who obtain a pre-work qualification
 - 1.1.1.1 The rate of First Nations female students with special needs who obtain a semi-skilled trades qualification
 - 1.1.2.1 The rate of First Nations male students with special needs students who obtain a pre-work qualification
 - 1.1.2.2 The rate of First Nations male students with special needs who obtain a semi-skilled trades qualification
- 2.0. The rate of students with special needs who obtain a Secondary Studies Diploma
 - 2.0.1 The rate of female students with special needs who obtain a Secondary Studies Diploma
 - 2.0.2 The rate of male students with special needs who obtain a Secondary Studies Diploma
 - 2.1.1 The rate of female First Nations students with special needs who obtain a Secondary Studies Diploma
 - 2.1.2 The rate of male First Nations students with special needs who obtain a Secondary Studies Diploma

 **Strategies**

 Ensure that all students are placed in the appropriate pathways/programs.

 **Actions**

 IEP process

 **Actions**

 Ad Hoc meetings are held throughout the year to discuss students who have an IEP and to make sure that adaptations/modifications are put in place.

 Term 1:
Teachers are responsible for reading all the IEP's for students by Sept 30th

 Term 1: Draft IEPs are completed for the new students

 Term 1: Teachers are assigned 1-4 students with an IEP. They Meet with the students and read the IEP over with them.

 Term 2: Teachers meet with teh students they are responsible for and rate the IEP goals. IEPs are sent home.

 Term 3 and 4: Teachers meet with the students and they receive student information sheets from all the student's teachers. The teacher and students revise the IEP for the following year. The IEP is sent home.

 Level/Team meetings

 **Actions**

 Teachers, admin and student services team, meet every term to discuss individual students, strategeis and interventions.

Hadley ~ Philemon Wright Learning Commun Improvement Plan

Modified Academic Program

Actions

 The Advanced Five is an organizational framework that makes balanced literacy feasible in diverse classrooms. This framework enables teachers to work effectively with small groups and individuals while peers work independently at meaningful literacy centers. Teachers will learn how the framework is implemented and what kinds of activities high quality literacy centers include.

 **Benchmark Reading Assessment:**
Fountas and Pinnell Benchmark Assessment System provides materials and procedures for observing and assessing students' reading levels and reading behaviours. The students in a modified program will be assessed using this tool. Their reading levels will be tracked and appropriate strategies will be implemented into their reading program.

 **ENRICH**
ENRICH will be piloting a program in our school this year. They will be working with the MAP groups and year 1 Prework. It will run for 8 weeks (October 27th – December 15th) in the Fall and 8 weeks (February 2 – March 30th).

The program will focus on:

- Strategies and tools students will need to be successful citizens
- Attitude
- Achievement
- Setting goals
- Behaviour
- Accountability
- Responsibility
- Bullying

***** In an environment that is safe for the students

 **PRIME**
Prime is a hands-on developmental Math approach. It helps determine where the students are developmentally and also how to create tasks that allow them to progress. We have four teachers trained in PRIME and are receiving support from a PRIME trainer throughout the school year.

 **Tracking Progress:** The regular marking system does not always reflect what the students can do. Progress is tracked and reported home on a regular basis using: Math - PRIME, English- Benchmark reading Assessment and the Literacy continuum French - leveled texts and workbooks

Resource Model

Actions

 **Resource Model:**
Work Completion-
Students who did not succeed in more than one subject and are not reaching their full potential (yellow and red ATS), are assigned work completion. Students work in a small group setting with the Youth Worker on organization, study skills, outstanding assignments and different concepts.
**** Student services team track students who receive support and communicate with all stakeholders on an ongoing basis

 **Resource Model:**
Credit Recovery-
Students who did not succeed in a subject area and are working to their potential most of the time (yellow and Green ATS), are assigned credit Recovery. The students work in a small group setting with the resource teacher on the skills they will need to succeed in that subject area.
**** Student services team track students who receive support and communicate with all stakeholders on an ongoing basis

 Specific teachers are allocated resource time. They provide resource for students in a specific subject area



Student Support Team



Actions



Meet every week to discuss students at risk and plan interventions



Referrals are made to the appropriate person to support students needs: Youth worker, Administration, academic advisor, resource teachers, health services

6.1 Board - To increase the success rates (number of students who pass) on MELS Secondary IV certifying exams (subjects for graduation)



Indicators



1.0 The rate of students who succeed (pass) on the CST Math exam



1.0.1 The rate of female students who succeed (pass) on the CST Math exam



1.0.2 The rate of male students who succeed (pass) on the CST Math exam



1.1.0 The rate of First Nations students who succeed (pass) on the CST Math exam



1.1.1 The rate of First Nations female students who succeed (pass) on the CST Math exam



1.1.2 The rate of First Nations male students who succeed (pass) on the CST Math exam



2.0 The rate of students who succeed (pass) on the Science and Technology Math exam



2.0.1 The rate of female students who succeed (pass) on the Science and Technology Math exam



2.0.2 The rate of male students who succeed (pass) on the Science and Technology Math exam



2.1.0 The rate of First Nations students who succeed (pass) on the Science and Technology Math exam



2.1.1 The rate of First Nations female students who succeed (pass) on the Science and Technology Math exam



2.1.2 The rate of First Nations male students who succeed (pass) on the Science and Technology Math exam



3.0 The rate of students who succeed (pass) on the Science Math exam



3.0.1 The rate of female students who succeed (pass) on the Science Math exam



3.0.2 The rate of male students who succeed (pass) on the Science Math exam



3.1.0 The rate of First Nations students who succeed (pass) on the Science Math exam



3.1.1 The rate of First Nations female students who succeed (pass) on the Science Math exam



3.1.2 The rate of First Nations male students who succeed (pass) on the Science Math exam



4.0 The rate of students who succeed (pass) on the History and Citizenship exam



4.0.1 The rate of female students who succeed (pass) on the History and Citizenship exam



4.0.2 The rate of male students who succeed (pass) on the History and Citizenship exam



4.1.0 The rate of First Nations students who succeed (pass) on the History and Citizenship exam



4.1.1 The rate of First Nations female students who succeed (pass) on the History and Citizenship exam



4.1.2 The rate of First Nations male students who succeed (pass) on the History and Citizenship exam



5.0 The rate of students who succeed (pass) on the Applied Science exam



5.0.1 The rate of female students who succeed (pass) on the Applied Science exam



5.0.2 The rate of male students who succeed (pass) on the Applied Science exam

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- 5.1.0 The rate of First Nations students who succeed (pass) on the Applied Science exam
- 5.1.1 The rate of First Nations female students who succeed (pass) on the Applied Science exam
- 5.1.2 The rate of First Nations male students who succeed (pass) on the Applied Science exam
- 6.0 The rate of students who succeed (pass) on the Science exam
- 6.0.1 The rate of female students who succeed (pass) on the Science exam
- 6.0.2 The rate of male students who succeed (pass) on the Science exam
- 6.1.0 The rate of First Nations students who succeed (pass) on the Science exam
- 6.1.1 The rate of First Nations female students who succeed (pass) on the Science exam
- 6.1.2 The rate of First Nations male students who succeed (pass) on the Science exam

Strategies

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- Appoint Pedagogical Coordinator to Lead Department Teams
 - Actions**
 - The pedagogical coordinator facilitates department meetings on a regular basis

- data analysis - math results/ CCAT score and Attitude to Study
 - Actions**
 - 3 students (Wisemen) from each Math group are profiled, tracked and supported
 - data analysis group is formed- math teachers at Hadley and student services team to meet by weekly
 - First term- analyse math results, CCAT scores and Attitude to Study. Discuss teaching strategies and identify 3 wise men

- Increased time allocation for Cultural Math
 - Actions**
 - Increase of 100 minutes per 6 day cycle for Cultural Math Sec 4 and 5.

- Participation in Board Networks
 - Actions**
 - The Science and Social Science teachers will continue to participate in the Board Networks to align curriculum and develop assessments.

- Resource Model
 - Actions**
 - Resource Model:
Work Completion-
Students who did not succeed in more than one subject and are not reaching their full potential (yellow and red ATS), are assigned work completion. Students work in a small group setting with the Youth Worker on organization, study skills, outstanding assignments and different concepts.
**** Student services team track students who receive support and communicate with all stakeholders on an ongoing basis
 - Resource Model:
Credit Recovery-
Students who did not succeed in a subject area and are working to their potential most of the time (yellow and Green ATS), are assigned credit Recovery. The students work in a small group setting with the resource teacher on the skills they will need to succeed in that subject area.
**** Student services team track students who receive support and communicate with all stakeholders on an ongoing basis
 - Specific teachers are allocated resource time. They provide resource for students in a specific subject area

- Student Work Completion Initiative
 - Actions**
 - Homework Club After-School: a monitored area where students and specifically students participating in activities after school attend a homework club to allow for assistance in completing work.
 - Homework Completion Days to be held during PD Days: students identified are to come into the school to complete work they owe thier teachers (only work needed to properly evaluate the student).
 - Lunch and Learn: students are required to attend mandatory homework completion during their lunch hour. Students are identified by thier teachers.

- Tracking and Support from the Academic Advisor
 - Actions**
 - The Academic Advisor tracks student progress and graduation track
 - The Academic Advisors develops and runs study skills workshops for students

 To decrease justified and unjustified absences.

 **Indicators**

 **Strategies**

 Track rates of absenteeism both justified and unjustified

 **Actions**

 Hire an Attendance Coordinator to Monitor Attendance and Report Issues to Admin/Parents

 Letter Sent Home 3 Times a Year: the Middle of Each of the First 3 Terms

 Maintain a Portal for Electronic Attendance Reporting Procedures for Teachers

 **Establish sustainable learning communities and partnerships**

 **Objectives**

 5. MELS - To ensure a healthy and safe school environment for all students

 **Indicators**

-  1.0 The rate of students who feel bullied at school as indicated in TTFM survey questions
-  1.0 The rate of students who feel safe at school as indicated in TTFM survey questions
-  1.0.1 The rate of female students who feel bullied at school as indicated in TTFM survey questions
-  1.0.1 The rate of female students who feel safe at school as indicated in TTFM survey questions
-  1.0.2 The rate of male students who feel bullied at school as indicated in TTFM survey questions
-  1.0.2 The rate of male students who feel safe at school as indicated in TTFM survey questions
-  1.1.0 The rate of First Nations students who feel bullied at school as indicated in TTFM survey questions
-  1.1.0 The rate of First Nations students who feel safe at school as indicated in TTFM survey questions
-  1.1.1 The rate of First Nations female students who feel bullied at school as indicated in TTFM survey questions
-  1.1.1 The rate of First Nations female students who feel safe at school as indicated in TTFM survey questions
-  1.1.2 The rate of First Nations male students who feel bullied at school as indicated in TTFM survey questions
-  1.1.2 The rate of First Nations male students who feel safe at school as indicated in TTFM survey questions

 **Strategies**

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Create a Strong Sense of Pride in Our School and Promote Engagement in School Life



Actions

- Homeroom program designed to increase interaction in a positive way between staff and students with a focus on daily contact.
- Improved activities planned for noon hour, in school and after school. Variety of student initiated clubs, dances and other school activities.
- Increase number of staff and students involved in extra and co-curricular activities.
- Maintain or Increase number of extra and co-curricular activities: sports, arts and service learning opportunities
- Mission and Vision Planning and Development and School Success Plan Planning and Development

Establish the structure and procedure for referrals for assistance for all students, staff and parents.



Actions

- Develop a Referral Process that is efficient and effective.
- Student Support Team:
 - "Academic Assistance" for a student who is struggling contact: an Academic Advisor.
 - "Physical Health Issues/Questions" contact: our School Nurse.
 - "Drug and Alcohol related concerns contact: our Drug and Alcohol Counselor.
 - "Emotional, Social, Health, and/or Organizational concerns please contact: a youth Care Worker.
 - "Social Emotional Issues and/or Issues Involving Neglect or Abuse please contact: our CLSC Social Worker.

Healthy School Initiative



Actions

- Breakfast Club: Before school begins and at first recess our breakfast club services students who: cannot afford to purchase food at the cafeteria and/or do not have time because of their long bus ride to have breakfast at home. Maintain an open door policy breakfast club for Hadley and PW students.

Implement Student, Staff and Parent Survey to monitor relationship, school climate, and overall school leadership effectiveness.



Actions

- Collect Data. At least once a year survey our school community members through the following surveys: TTFM, SCCP, PS, SS.
- Share Data from surveys with staff, students, SC and GB.
- Use Data to affect school changes in policy, procedures, communication.

Monitor effectiveness of detentions, suspensions, office referrals and expulsions on student behaviour.



Actions

- Implement fair and clear school rules and policies and procedures.

Native Students Support Team



Actions



Academic Support:
Language of instruction,
French second language,
and Math.



Identify Needs/Early Prevention:

- send out progress reports to teachers to monitor classroom behaviour/attitude to study
- discuss strategies to work with individual needs of students
- facilitate open communication between teachers and students
- advocate for students
- meet consistently with students to identify issues early
- keeping informed with parents/guardians
- consistent monitoring of attendance



Social/Emotional Support: -Weekly Circle to facilitate sense of belonging and community within the school

- To discuss challenges and successes
- To introduce new students
- To provide safe environment for students to express their own identity
- To organize: Field Trips, Outings, Invite guest speakers
- To give students a voice on which activities they would like to engage in
- To expand our community by meeting with First Nation students from other schools

Pyramid of Interventions



Actions



Student Support Team

School Enrichment Plan



Actions



Celebrating Success in School:



Each Term: teachers will identify the top ten percentile of students accordingly to their marks by Subject.

In June, Subject Specific Honour Roll (+80%) and Subject Specific Principal List (+90%): in accordance with the term four/final mark students. For Grade 7-10 students the End of Year Ceremony will take place in the school before students leave for June break. For Grade 11 students, the ceremony will take place at Graduation.



End of Semester/Year: Athletics/Arts Recognition

In March and in May, we will celebrate the athletic and artistic participation, team and individual achievements.



GOLD AWARD (student receives a green in all their subjects at the end of each term).

In June, Gold Award ALL YEAR (a student receives a green in all their subjects at the end of each term).



Staff will be asked to identify and recognize students who live the qualities of a person of strong moral character. In June, staff will be asked to identify and recognize students who MOST personify the qualities and characteristics have been chosen and defined to assist staff in identifying students who exhibit great leadership and citizenship skills and attitudes.

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Objective Timeframe

-  Long-term
-  Medium-term
-  Short-term
-  Not Assigned

Strategy Priority

-  High
-  Medium
-  Low
-  Not Assigned

Action Status

-  In-Planning
-  In-Progress
-  Cancelled
-  Postponed
-  Completed

Indicator Progress

-  On Target
-  Warning
-  Off Target
-  Not Assigned