

2010-2011

Management and Educational Success Agreement



**Between the Central Québec School Board and
Quebec High School**

2010-2011

Purpose of the Agreement

In order for the school/centre and the school board to comply with the Education Act article 209.2(1)(2)(3)(4), the school board and school/centre must sign a Management and Educational Success Agreement. This must be done annually.

This Agreement outlines the commitments made by the school board and the school/centre to achieve their mission of successfully instructing, qualifying and socializing students. The Management and Educational Success Agreement defines the school/centre role in supporting the school board objectives and targets for student success, within the school board strategic plan and in line with the Ministère de l'Éducation, des Loisirs et du Sport goals.

Management and Educational Success Agreement

Explanatory Notes:

1. The school/centre should become fully familiar with the school board strategic plan and with the Partnership Agreement signed with the Ministère de l'Éducation, des Loisirs et du Sport.
2. The school/centre should review its success plan and ensure that it is aligned with the school board strategic plan.
3. The Management and Educational Success Agreement is signed between the school principal and the director general. This is what makes it a Management Agreement.
4. The Management and Educational Success Agreement must be approved by the governing board after consultation with the staff.
5. The Management and Educational Success Agreement must specify how the school/centre will contribute to the school board objectives and targets for student success as established within the strategic plan.
6. The Management and Educational Success Agreement must outline the resources provided to the school/centre so that it can meet established objectives and targets. Besides a statement referring to general staffing and budgetary allocations, the Agreement must list the resources specific to the school which take into account its particular situation and needs.
7. The Management and Educational Success Agreement must specify the support and assistance measures available to the school/centre. This means any programs and any special centralized support systems which support the school/centre in meeting its targets should be listed. For example, if the board has a system or program for literacy it should be listed here.
8. The Management and Educational Success Agreement must specify how the school/centre monitors its progress towards meeting specific targets and how it reports to its community.

General Context:

At Quebec High School, we pride ourselves on our holistic approach to developing the complete student. At QHS we emphasize Academics, Arts, Athletics and Community by providing a challenging and diversified curriculum, a creative arts programme, a competitive athletics programme that offers equal opportunities to boys and girls, and community based learning initiatives. This multifaceted approach allows all students the opportunity to develop leadership and entrepreneurial skills while building self confidence. Our goal is to help our students construct their own identity and their world view while empowering them to take responsibility for their learning and take action in their school and community.

At QHS we are the only school in the COSB that offers the 3 Paths of the QEP: General, Applied and Work Oriented Training. The continued development of the WOTP has a direct impact on the number of coded students attending QHS and should have a positive impact on certification rates of our special needs students.


Overall, QHS' student body population has increased by 13% over the last 2 years to 391 students in 2010-2011. During this period the number of coded students at QHS has risen from 9 to 32.

This increase in student population has resulted in a sizeable increase in the number of new staff members, with 32/56 new to QHS during this two year period. This has placed an added responsibility on our veteran staff members who have responded admirably by mentoring and supporting our new staff.

On a recent "Tell Them from Me" survey, 38% of students indicate that they speak English at home. Survey results also show that approximately 30% of our students follow the French Mother Tongue programme.

Approximately 20% of our student population lives outside of the greater Quebec City area and therefore takes the yellow school bus.

Finally, technology is an important aspect of the QEP and at QHS we have made considerable investments in SMART boards, computers and science equipment. Every class is now equipped with a SMART board and our science department has access to well equipped labs and the latest scientific equipment.



1 Quebec High School – Overall CQSB Qualification and Certification Rates

CQSB ORIENTATION 1: IMPROVE RATES OF STUDENT RETENTION AND ACADEMIC SUCCESS

Central Québec School Board			Quebec High School					
Objective	Target	Indicator	Objective	Target	Indicator	Strategies	Timeline	Monitoring
<p>1.1. QUALIFICATION & CERTIFICATION RATE</p> <p>1.1.1. To increase the qualification and certification rate of students under the age of 20</p>	<p>To increase the qualification and certification rate of students under the age of 20 from 75.9% in 2008 to 82.0%, by 2013.</p>	<p>The MELS qualification and certification success rate of students under the age of 20.</p>	<p><i>1.1.1. To increase the qualification and certification rate of students under the age of 20</i></p>	<p><i>To increase the qualification and certification rate of students under the age of 20 from 75.9% in 2008 to 77.9%, by June 2011.</i></p>	<p><i>The MELS qualification and certification success rate of students under the age of 20.</i></p>	<ul style="list-style-type: none"> <i>Offer the 3 paths in the QEP</i> <i>Offer a varied curriculum in the Arts, Sports, Sciences and hands-on options.</i> <i>Offer an after school homework clinic for students supervised by qualified personnel.</i> <i>Develop the Guidance Oriented Approach to Learning with our teachers through workshops.</i> 	<p><i>February 2011</i></p> <p><i>2010-2011 school year September 2010 & during the year.</i></p>	<p><i>Principal will consult teachers on what courses and the time allocation allotted for each subject for the following school year. It will then go for approval to the Governing Board</i></p> <p><i>The Principal and the afterschool homework clinic coordinator will attend a bi-annual meeting with JHCP and will write an end of year report on the homework clinic to submit to partners.</i></p> <p><i>Guidance councilor will meet with teachers at the beginning of the year then according to their needs.</i></p>

1 Quebec High School – Secondary 4 Mathematics, History & Citizenship

CQSB ORIENTATION 1: IMPROVE RATES OF STUDENT RETENTION AND ACADEMIC SUCCESS

Central Québec School Board			Quebec High School					
Objective	Target	Indicator	Objective	Target	Indicator	Strategies	Time -line	Monitoring
<p>1.2. MATHEMATICS, SECONDARY 4</p> <p>1.2.1. To increase the success rate of students on the Mathematics Secondary 4 MELS Uniform Examinations.</p>	<p>1.2.1. To increase the success rate on the Mathematics Secondary 4 MELS uniform Examinations from 78.8 in 2009 to 80.0% by June 2013.</p>	<p>1.2.1. The success rate on the MELS Uniform Examinations</p>	<p><i>To increase the success rate of students on the Mathematics Secondary 4 MELS Uniform Examinations.</i></p> <p><i>To increase the success rate of students on the Mathematics Secondary 5 MELS Uniform Examinations.</i></p>	<p><i>To increase the success rate of students on the Mathematics Secondary 4 MELS Uniform Examinations from 65.8% in 2008 to 67% in 2011.</i></p> <p><i>To increase the success rate of students on the Mathematics Secondary 5 MELS Uniform Examinations from 91.4% in 2008 to 92.4% in 2011.</i></p>	<p><i>Success rate of students on the Mathematics Secondary 4 MELS Uniform Examinations.</i></p> <p><i>Success rate of students on the Mathematics Secondary 5 MELS Uniform Examinations. (These will serve as a baselines for future references)</i></p>	<p><i>The staff with the approval of the Governing Board decided to increase the time allocated in Secondary 3 and 4 Math from 126 to 150 teaching hours.</i></p> <p><i>This year we will draw the baselines for Mathematics Secondary 4 & 5.</i></p> <p><i>The Math teachers will meet individually with students and suggest remediation for those who are not meeting the requirements as of the end of term 1.</i></p> <p><i>The Math teachers will meet regularly with board consultants to develop best evaluation practices.</i></p> <p><i>Resource Teachers meet with teachers 2 times per year to ensure their understanding of students IEP's.</i></p> <p><i>The teachers will encourage students on IEPs to use MELS approved adaptations for their evaluations.</i></p> <p><i>Teachers will meet at the end of every term to analyze results and plan for the upcoming terms.</i></p>	<p><i>2010 to 2011.</i></p>	<p><i>Teacher will monitor and verify student progress. Administration will collect statistics from end of year evaluations. At the beginning of the school year teachers and administration will review the statistics from June examinations. Teachers will use the results from terms 1 and 2 to select candidates for remediation. Administration will organize subject specific department meetings at the end of every term to analyze results and to share best practices. At the end of every term administration & resource teachers verify results of "students at risk"</i></p>

<p>1.3. HISTORY & CITIZENSHIP, SECONDARY 4</p> <p>1.3.1. To increase the success rate of students on the History & Citizenship Secondary 4 MELS Uniform Examinations.</p>	<p>1.3.1. To increase the success rate of students on the History & Citizenship Secondary 4 MELS uniform Examinations from 73.6% in 2008 to 77.0% by June 2013.</p>	<p>1.3.1 The success rate on the MELS Uniform Examinations</p>	<p><i>To increase the success rate of students on the History & Citizenship Secondary 4 MELS Uniform Examinations.</i></p>	<p><i>To increase the success rate of students on the History & Citizenship Secondary 4 MELS Uniform Examinations from 69.6 in 2008 to 71.6 in 2011</i></p>	<p><i>The success rate on the MELS Uniform Examinations</i></p>	<p><i>This year we will draw the baselines for History & Citizenship Secondary 4.</i></p> <p><i>The History teachers will meet individually with students and suggest remediation for those who are not meeting the requirements as of the end of term 1.</i></p> <p><i>The History teachers will meet regularly with board consultants to develop best evaluation practices.</i></p> <p><i>Resource Teachers meet with teachers 2 times per year to ensure their understanding of students IEP's.</i></p> <p><i>The teachers will encourage students on IEPs to use MELS approved adaptations for their evaluations.</i></p> <p><i>Teachers will meet at the end of every term to analyze results and plan for the upcoming terms.</i></p>	<p><i>2010 to 2011.</i></p>	<p><i>Teacher will monitor and verify student progress.</i></p> <p><i>Administration will collect statistics from end of year evaluations.</i></p> <p><i>At the beginning of the school year teachers and administration will review the statistics from June examinations.</i></p> <p><i>Teachers will use the results from terms 1 and 2 to select candidates for remediation.</i></p> <p><i>Administration will organize subject specific department meetings at the end of every term to analyze results and to share best practices.</i></p> <p><i>At the end of every term administration & resource teachers verify results of "students at risk"</i></p>
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1 Quebec High School – Leavers Without Certification or Qualification

CQSB ORIENTATION 1: IMPROVE RATES OF STUDENT RETENTION AND ACADEMIC SUCCESS

Central Québec School Board			Quebec High School					
Objective	Target	Indicator	Objective	Target	Indicator	Strategies	Timeline	Monitoring
1.6. NUMBER OF SCHOOL LEAVERS WITHOUT CERTIFICATION OR QUALIFICATION 1.6.1. To reduce the number of drop-outs at the Secondary level	1.6.1. A reduction of 10 CQSB students by the year 2013	1.6.1. The number of drop outs (MELS statistics)	<i>To increase the sense of belonging to our school</i>	<i>An increase of 2% in the sense of belonging to our school from 73% to 75% by June 2011.</i>	<i>Sense of belonging indicator on the TTFM surveys.</i>	<i>The administration & teachers in charge of Student-Council will work to increase student activities with the help of the Student Council. (Dances, School Trips and shows)</i> <i>The Staff will rework the House system.</i>	<i>2010-2011</i>	<i>Administration draws a baseline on the 2010-2011 school year.</i>
			<i>Improve teachers - students relations</i>	<i>An increase of .2 in the sense of "positive teacher-student relations" from 5.8 to 6.0 by June 2011.</i>	<i>"Positive Teacher-Student Relations" indicator on the TTFM surveys.</i>	<i>The CLC coordinator & the Spiritual Life & Community animator will offer increased services to our students and community in collaboration with our partners.</i> <i>Teachers & Student Council will increase student –teacher activities to improve student – teacher relations beyond the classroom.</i>	<i>2010-2011</i> <i>2010-2011</i>	<i>Teachers will survey the student population and analyze results. The CLC coordinator will write an end of year evaluation.</i> <i>Student Council will draw a baseline for the 2010-2011 school year on the number of activities that Teachers & Students are involved.</i>

1 ORIENTATION 1: IMPROVE RATES OF STUDENT RETENTION AND ACADEMIC SUCCESS

Context of QHS Regarding Orientation 1:

There are 2 main challenges. Presently, we are working without a baseline for the new programmes in Mathematics & History due to the non-compulsory aspect of the exams during first year of implementation. The statistics we have are for the former programmes. Therefore, June 2011 will serve the purpose of drawing a baseline from which to elaborate future strategies. We continue to offer systematic noon-hour remediation for both subjects and offer an organized tutoring service after school. Also, we offer Study Methods as an option for students who are struggling to maintain their grades or need extra time through their IEP. New teachers are working closely with our more experienced staff and are encouraged to meet with the consultants on a regular basis.

The CLC (Community Learning Centre) continues to develop and has had a positive impact on the sense of belonging to our school and community. Through our partnership with the JHCP (Jeffery Hale Community Partners), we have designed and implemented an afterschool homework clinic. This service is offered 5 evenings a week and is supervised by qualified personnel.

Finally, the WOTP should have a positive impact on the certification of our special needs students.

Monitoring and Accountability Measures:

At the beginning of every year and after every term we have department meetings to review the latest student results. During these meetings teachers analyze the data and plan strategies to meet our targets. We also identify students who may need a closer follow-up to ensure their success. The administration reports to the Governing Board when the final results are made known by the MELS.

The CLC coordinator writes an end of year report that is presented to the Governing Board.

"Tell Them from Me" survey results are presented to the staff and Governing Board following the completion of the survey and new strategies are discussed and elaborated to meet the targets.

2 Quebec High School - French Second Language

CQSB ORIENTATION 2: IMPROVE THE MASTERY OF ENGLISH LANGUAGE ARTS AND THE QUALITY OF FRENCH

Central Québec School Board			Quebec High School					
Objective	Target	Indicator	Objective	Target	Indicator	Strategies	Timeline	Monitoring
<p>2.1. FRENCH SECOND LANGUAGE SECONDARY</p> <p>2.1.1. To maintain the <i>overall present success rate (98.4%)</i> on the French Second Language Secondary 5 MELS Uniform Examinations.</p> <p>2.1.2. To increase the average <i>mark</i> on the French Second Language Secondary 5 MELS Uniform Examinations.</p>	<p>2.1.1. To maintain on the French Second Language Secondary 5 MELS Uniform Examinations:</p> <p>In 2008: Overall: 98.4% Writing: 92.4% Reading 96.0%</p> <p>2.1.2. To increase the average <i>mark</i> on the French Second Language Secondary 5 MELS Uniform Examinations by 2%</p>	<p>2.1.1. The success rate on the French Second Language Secondary 5 MELS Uniform Examinations (MELS: <i>volet écriture</i>)</p> <p>2.1.2. The success rate on the French Second Language Secondary 5 MELS Uniform Examinations (MELS: <i>volet écriture</i>)</p>	<p><i>To maintain the overall success rate and increase the average in reading and writing.</i></p>	<p><i>Maintain the overall success rate at 93.4 and increase the overall average from 81.4% to 83%.</i></p>	<p><i>The success rate on the French Second Language Secondary 5 MELS Uniform Examinations</i></p>	<p><i>French teachers will make a concerted effort to increase focus on written language through pedagogical means. I.e. Activities involving composition on a more regular basis, journal writing and student conferencing.</i></p> <p><i>French teachers will insert a reading period at the beginning of every class.</i></p> <p><i>Teachers will meet with students individually and suggest remediation for those who are not meeting the requirements as of the end of term 1.</i></p> <p><i>Teachers meet regularly with board consultants to develop best evaluation practices.</i></p> <p><i>Resource Teachers meet with teachers 2 times per year to ensure their understanding of students IEP's</i></p> <p><i>Teachers encourage students on IEPs to use MELS approved technology and adaptations.</i></p>	<p>2010-2011</p>	<p><i>Teacher will monitor and verify student progress.</i></p> <p><i>Administration will collect statistics from end of year evaluations.</i></p> <p><i>At the beginning of the school year teachers and administration will review the statistics from June examinations.</i></p> <p><i>Teachers will use the results from terms 1 and 2 to select candidates for remediation.</i></p> <p><i>Administration will organize subject specific department meetings at the end of every term to analyze results and to share best practices.</i></p> <p><i>At the end of every term administration & resource teachers verify results of "students at risk"</i></p>



Quebec High School – Enriched French

CQSB ORIENTATION 2: IMPROVE THE MASTERY OF ENGLISH LANGUAGE ARTS AND THE QUALITY OF FRENCH

Central Québec School Board			Quebec High School					
Objective	Target	Indicator	Objective	Target	Indicator	Strategies	Timeline	Monitoring
<p>2.2. ENRICHED FRENCH SECONDARY</p> <p>2.2.1. To increase the success rate of students on the Enriched French Secondary 5 MELS Uniform Examinations</p>	<p>2.2.1. To establish baselines and targets for increasing the success rates on the Enriched French MELS Uniform Examinations (MELS volet écriture).</p>	<p>2.2.1. The success rate on the Enriched French MELS Uniform Examinations (MELS volet écriture)</p>	<p><i>No data available for the previous years. Objective to be determined.</i></p>	<p><i>No data available for the previous years. Target to be determined.</i></p>	<p><i>The success rate on the Enriched French MELS Uniform Examinations (MELS volet écriture)</i></p>	<p><i>French teachers will make a concerted effort to increase focus on written language through pedagogical means. I.e. Activities involving composition on a more regular basis, journal writing and student conferencing.</i></p> <p><i>French teachers will insert a reading period at the beginning of every class.</i></p> <p><i>Teachers will meet with students individually and suggest remediation for those who are not meeting the requirements as of the end of term 1.</i></p> <p><i>Teachers meet regularly with board consultants to develop best evaluation practices.</i></p> <p><i>Resource Teachers meet with teachers 2 times per year to ensure their understanding of students IEP's</i></p> <p><i>Teachers encourage students on IEPs to use MELS approved technology and adaptations.</i></p>	<p>2010-2011</p>	<p><i>Teacher will monitor and verify student progress.</i></p> <p><i>Administration will collect statistics from end of year evaluations.</i></p> <p><i>At the beginning of the school year teachers and administration will review the statistics from June examinations.</i></p> <p><i>Teachers will use the results from terms 1 and 2 to select candidates for remediation.</i></p> <p><i>Administration will organize subject specific department meetings at the end of every term to analyze results and to share best practices.</i></p> <p><i>At the end of every term administration & resource teachers verify results of "students at risk"</i></p>



Quebec High School – French Mother Tongue

QCSB ORIENTATION 2: IMPROVE THE MASTERY OF ENGLISH LANGUAGE ARTS AND THE QUALITY OF FRENCH

Central Québec School Board			Quebec High School					
Objective	Target	Indicator	Objective	Target	Indicator	Strategies	Timeline	Monitoring
<p>2.3. FRENCH MOTHER TONGUE</p> <p>SECONDARY</p> <p>2.3.1. To increase the success rate of students on the French Mother Tongue Secondary 5 MELS Uniform Examinations.</p>	<p>2.3.1. To increase the overall success rate of the French Mother Tongue Secondary 5 MELS uniform Examinations from 73.4% in 2009 to 77.0% by June 2013.</p>	<p>2.3.1. The success rate on the French Mother Tongue MELS Uniform Examinations (MELS volet écriture)</p>	<p><i>To increase the overall success rate of FMT.</i></p>	<p><i>To increase the overall success rate of FMT from 82.4% to 84%.</i></p>	<p><i>The success rate on the French Mother Tongue MELS Uniform Examinations</i></p>	<p><i>French teachers will increase remedial time with the students and have students make more efficient use of tools available to them on the internet.</i></p> <p><i>Teachers will meet with students individually and suggest remediation for those who are not meeting the requirements as of the end of term 1.</i></p> <p><i>Teachers meet regularly with board consultants to develop best evaluation practices.</i></p> <p><i>Resource Teachers meet with teachers 2 times per year to ensure their understanding of students IEP's</i></p> <p><i>Teachers encourage students on IEPs to use MELS approved technology and adaptations.</i></p>	<p>2010-2011</p>	<p><i>Teacher will monitor and verify student progress.</i></p> <p><i>Administration will collect statistics from end of year evaluations.</i></p> <p><i>At the beginning of the school year teachers and administration will review the statistics from June examinations.</i></p> <p><i>Teachers will use the results from terms 1 and 2 to select candidates for remediation.</i></p> <p><i>Administration will organize subject specific department meetings at the end of every term to analyze results and to share best practices.</i></p> <p><i>At the end of every term administration & resource teachers verify results of "students at risk"</i></p>



Quebec High School – English Language Arts

CQSB ORIENTATION 2: IMPROVE THE MASTERY OF ENGLISH LANGUAGE ARTS AND THE QUALITY OF FRENCH

Central Québec School Board			Quebec High School					
Objective	Target	Indicator	Objective	Target	Indicator	Strategies	Timeline	Monitoring
<p>2.4. ENGLISH LANGUAGE ARTS</p> <p>2.4.1. To maintain the <i>overall present success rate (96.0%)</i> on the English Language Arts (ELA) Secondary 5 MELS Uniform Examinations.</p>	<p>2.4.1. To maintain a success rate of 96.0% in 2009 on the English Language Arts (ELA) Secondary 5 MELS Uniform Examinations</p>	<p>2.4.1. The success rate on the English Language Arts (ELA) Secondary 5 MELS Uniform Examinations</p>	<p><i>To increase the overall present success rate on the English Language Arts (ELA) Secondary 5 MELS Uniform Examinations.</i></p>	<p><i>To increase the success rate of 91.5% in 2009 to 94% on the English Language Arts (ELA) Secondary 5 MELS Uniform Examinations</i></p>	<p><i>The success rate on the English Language Arts (ELA) Secondary 5 MELS Uniform Examinations</i></p>	<p><i>English teachers will increase remedial time with the students and have students make more efficient use of tools available to them on the internet.</i></p> <p><i>Teachers will place a renewed emphasis on the D.E.A.R. period.</i></p> <p><i>Administration will continue to invest in the school library.</i></p> <p><i>Administration will invest in reading material for Lit circles.</i></p> <p><i>Teachers meet regularly with board consultants to develop best evaluation practices.</i></p> <p><i>Teachers will create interdisciplinary projects that focus on literacy. (ex. History)</i></p>	<p>2010-2011</p>	<p><i>Teacher will monitor and verify student progress.</i></p> <p><i>Administration will collect statistics from end of year evaluations.</i></p> <p><i>At the beginning of the school year teachers and administration will review the statistics from June examinations.</i></p> <p><i>Teachers will use the results from terms 1 and 2 to select candidates for remediation.</i></p>
<p>2.4.2. To increase the <i>average mark</i> on the English Language Arts (ELA) MELS Uniform Examinations</p>	<p>2.4.2. To increase the average mark on the English Language Arts (ELA) MELS Uniform Examinations to 70% for schools with an average mark of less than 70%.</p>	<p>2.4.2. The average mark on the MELS English Language Arts (ELA) Uniform Examinations</p>	<p><i>To increase the overall average mark on the English Language Arts (ELA) MELS Uniform Examinations</i></p>	<p><i>To increase the overall average from 74% to 76%.</i></p>	<p><i>The success rate on the English Language Arts (ELA) Secondary 5 MELS Uniform Examinations</i></p>	<p><i>Cycle 1 teacher are involved in a PDIG to prepare LES with another CLC school.</i></p> <p><i>Teachers will be involved in vertical planning meetings at the end of each term</i></p> <p><i>Resource Teachers meet with teachers 2 times per year to ensure their understanding of students IEP's.</i></p> <p><i>Teachers encourage students on IEPs to use MELS approved technology and adaptations.</i></p>	<p>2010-2011</p>	<p><i>Administration will organize subject specific department meetings at the end of every term to analyze results and to share best practices.</i></p> <p><i>At the end of every term administration & resource teachers verify results of "students at risk"</i></p>



ORIENTATION 2: IMPROVE THE MASTERY OF ENGLISH LANGUAGE ARTS AND THE QUALITY OF FRENCH

Context of QHS Regarding Orientation 2:

At QHS we are performing well in French. We have 23 students who benefit from the "Mesure d'Accueil" for non francophones who are new to the province. Some of these students are exempted from the final statistics due to the limited time they have spent in the province (EF students). Some have raised questions about French Mother Tongue in Secondary 5. Students who follow French Mother Tongue in Secondary 5 would have better marks and GPAs if they followed French Second Language. This could improve their chances at being accepted into certain programmes at the CEGEP level. We have placed a renewed emphasis on the DEAR period.

Monitoring and Accountability Measures:

At the beginning of every year and after every term we have department meetings to review the latest student results. During these meetings teachers analyze the data and plan strategies to meet our targets. We also identify students who may need a closer follow-up to ensure their success.

Support and Assistance Measures Available at QHS:

At QHS, we have five different support measures in place to help students succeed: regular noon-hour remediation in every subject (obligatory for certain students), afterschool homework clinic for 1st cycle students, organized peer-tutoring programme for 1st and 2nd cycle students, Remedial Math & Remedial English option courses for 1st cycle students and a Study Methods option course for 2nd cycle students who are at-risk. Furthermore, for French Second Language, we benefit from the Mesure d'Accueil for non francophones. We have 2 Language Assistants who work with our students.

Quebec High School – Improving the Success of Students with Special Needs

CQSB ORIENTATION 3: IMPROVE PERSEVERANCE AND SUCCESS OF TARGETED GROUPS, IN PARTICULAR STUDENTS WITH HANDICAPS, SOCIAL MALADJUSTMENTS OR LEARNING DIFFICULTIES

Central Québec School Board			Quebec High School					
Objective	Target	Indicator	Objective	Target	Indicator	Strategies	Timeline	Monitoring
<p>3.1 QUALIFICATION/ CERTIFICATION OF STUDENTS WITH SPECIAL NEEDS</p> <p>3.1.1. To improve qualification/ certification rates of students with special needs</p>	<p>3.1.1. To increase overall certification rate of students with special needs through the Work-Oriented Training Path (WOTP) from 0.0% in 2008 to 2.0% by 2013.</p>	<p>3.1.1. The rate of students with special needs obtaining a certification</p>	<p><i>To improve the certification rates of students with special needs</i></p>	<p><i>To increase overall certification rate of students with special needs through the Work-Oriented Training Path (WOTP) from 0.0% in 2008 to 70% by 2011.</i></p>	<p><i>Successful completion of the competencies required to obtain certification in the Work-Oriented Training Path, Semi-Skilled Trade and Pre-Work Training.</i></p>	<ul style="list-style-type: none"> ▪ <i>Students will be given support to obtain an appropriate stage placement.</i> ▪ <i>Student will be given support during their stage placement.</i> ▪ <i>Student will successfully complete the course “Preparation for the Job Market” prior to starting their stage placement.</i> ▪ <i>Continued implementation of a Modified Instructional Level program in Cycle One.</i> ▪ <i>After-school homework clinic offered.</i> 	<p><i>Collection of statistics showing successful completion of the competencies for each pathway will be tracked until end of June 2011.</i></p>	<p><i>Success rates will be tracked and accurate records maintained. Goals will be monitored via the Stage Evaluation report card and the students’ IEP by the administration, Resource teachers, and the WOTP teachers.</i></p>
	<p>3.1.2. To increase qualification rates of students with special needs by establishing baselines and targets.</p>	<p>The rate of students with special needs obtaining qualification</p>	<p><i>To improve qualification rates of students with special needs</i></p>	<p><i>To increase qualification rates of students with special needs by 2%. (no baseline in place at this time)</i></p>	<p><i>An increase in the number of students with established Special Needs (as outlined in an IEP) who succeed in obtaining a Secondary School Diploma</i></p>	<ul style="list-style-type: none"> ▪ <i>Students will be given appropriate supports as outlined in their Individual Education Plan.</i> ▪ <i>After-school homework clinic offered.</i> 	<p><i>Collection of statistics showing successful completion of Secondary V for each student with an Individual Education Plan will be tracked until end of June 2011.</i></p>	<p><i>Success rates will be tracked and accurate records maintained via the report card, modified reports and IEP.</i></p>



Quebec High School – Improving the Success of Students with Special Needs

CQSB ORIENTATION 3: IMPROVE PERSEVERANCE AND SUCCESS OF TARGETED GROUPS, IN PARTICULAR STUDENTS WITH HANDICAPS, SOCIAL MALADJUSTMENTS OR LEARNING DIFFICULTIES

Central Québec School Board			Quebec High School					
Objective	Target	Indicator	Objective	Target	Indicator	Strategies	Timeline	Monitoring
<p>3.1.3. To increase the number of students with special needs who have met the academic and social objectives outlined in their Individualized Education Plan (IEP).</p>	<p>3.1.3. To increase the number of students with special needs who have met the academic and social objectives outlined in their IEP by establishing baselines and targets.</p>	<p>3.1.3. The number of students who have met the academic and social objectives in their IEP</p>	<p><i>To increase the number of students with special needs who have met the academic and social objectives outlined in their Individualized Education Plan (IEP).</i></p>	<p><i>To increase the number of students with special needs who have met the academic and social objectives outlined in their IEP by 2% by establishing baselines and targets.</i></p>	<p><i>The number of students who have met the academic and social objectives in their IEP.</i></p>	<ul style="list-style-type: none"> ▪ <i>To create clear competency-based goals within the student's IEP.</i> ▪ <i>To establish effective communication between student, parent(s) and school staff to ensure that all goals outlined in the IEP are supported by all.</i> ▪ <i>Survey parents' satisfaction about their child's IEP and the process.</i> 	<p><i>IEP goals for students who have MELS codes and/or who are on a Modified Instructional Level Path will be updated at the end of every term for every year that they are in our school.</i></p> <p><i>Students who have a 02 or 12 code will have their IEP's reviewed and updated twice per year for every year that they have an IEP.</i></p>	<p><i>Monitoring of progress will be a collaboration between the student, parents and school. Specifically we will monitor student success via their report cards or in the case that they are on a Modified Instructional Level Path, the IEP will be used.</i></p>





ORIENTATION 3: IMPROVE PERSEVERANCE AND SUCCESS OF TARGETED GROUPS, IN PARTICULAR STUDENTS WITH HANDICAPS, SOCIAL MALADJUSTMENTS OR LEARNING DIFFICULTIES

Context of QHS Regarding Orientation 3:

Over the last few years the number of coded students at QHS has increased by 355%. This cannot be explained solely by the two paths of WOTP students (Pre-Work and Semi-Skilled Trade). We believe it also due to the perceived success in our primary schools that at QHS we are providing committed services for special needs students. This increase poses certain challenges, such as; the number of IEP's that need to be completed and the number of special needs students in regular classes. Thanks to the increase in allocation of services to QHS, we have managed to support our special needs students but there is still a need for continued professional development for staff. Not only have we had to modify curriculum, workloads and schedules to meet the challenges, we have needed to reorganize the physical space required to deliver the programmes. One of the biggest challenges expressed by staff was the need to maintain an equilibrium in the classroom.

Monitoring and Accountability Measures:

Tracking the progress of Special Needs students poses certain challenges but we hope that the increased usage and familiarity of the new IEP will aid us in monitoring their progress. The Resource Teachers meet regularly with teachers and staff members to follow-up on identified students. Referral meetings are held every cycle. Meetings with our Special Education Technicians are held 5 times per 10-day cycle.

Support and Assistance Measures Available at QHS:

This year we have 3 full time Resource Teachers, 10 Special Education Technicians, one Behaviour Technician and an increase in Guidance Councilor allocation to provide services for our special needs students.



Quebec High School – Healthier and Safer School Environments

CQSB ORIENTATION 4: ENCOURAGE SAFE SCHOOL ENVIRONMENTS AND HEALTHY LIVING IN ALL SCHOOLS AND CENTRE

Central Québec School Board			Quebec High School					
Objective	Target	Indicator	Objective	Target	Indicator	Strategies	Timeline	Monitoring
<p>4.1 TO PROVIDE A SAFE, SECURE, HEALTHY AND WELCOMING ENVIRONMENT</p> <p>4.1.1. To reduce the number of incidents of violence in schools</p>	<p>4.1.1. To establish a baseline and create a target for reducing the number of incidents of violence in schools by June 2011.</p>	<p>4.1.1 Number of incidents of violence reported</p>	<p><i>To reduce the number of incidents of violence in schools</i></p> <p><i>To reduce the number of students who say they are victims of bullying.</i></p> <p><i>To increase the number of students who say they feel safe at school.</i></p>	<p><i>To establish a baseline and create a target for reducing the number of incidents of violence in schools by June 2011.</i></p> <p><i>To reduce the number of students who say they are victims of bullying from 19% to 17%.</i></p> <p><i>To increase the number of students who say they feel safe at school from 82% to 84%</i></p>	<p><i>Number of incidents of violence reported.</i></p> <p><i>The % of students who indicate they are victims of bullying on the TTFM survey.</i></p> <p><i>The % of students who indicate they feel safe on the TTFM survey.</i></p>	<p><i>Administration will establish a common definition for violence in a school setting then develop or use existing tools that can effectively calculate and monitor the number of incidents reported.</i></p> <p><i>Administration and teachers will develop the Sec 5-Sec 1 mentoring initiative.</i></p> <p><i>Administration will ensure supervision on the 3 floors of the school during noon hours and afterschool and will ensure supervision on the first floor during the am.</i></p> <p><i>We will host guest speakers from the Tolerance Foundation & Partners For Life.</i></p> <p><i>Staff will create an awareness campaign about Bullying.</i></p> <p><i>We will publicize the Sentinel program throughout the school.</i></p> <p><i>Staff will receive training and implement the PBS & SWIS system for behaviour.</i></p> <p><i>The CLC will increase the number of noon hour & afterschool activities.</i></p> <p><i>School Police officer will offer a presentation on cyber bullying and the appropriate use of the internet</i></p>	<p><i>2010-2011</i></p>	<p><i>The TTFM survey will be administered twice yearly to measure the impacts of the strategies. Results will be presented to the staff and Governing Board.</i></p> <p><i>The SWIS programme will be used to monitor daily interventions and the results will be presented to the staff at our monthly staff meetings.</i></p>



Quebec High School – Healthier and Safer School Environments

CQSB ORIENTATION 4: ENCOURAGE SAFE SCHOOL ENVIRONMENTS AND HEALTHY LIVING IN ALL SCHOOLS AND CENTRE

Central Québec School Board			Quebec High School					
Objective	Target	Indicator	Objective	Target	Indicator	Strategies	Timeline	Monitoring
4.1.2 To establish a school-climate portrait in each building	4.1.2. All schools and Centre will establish a school-climate portrait by June 2011.	4.1.2. The number of schools and Centre that have established a school-climate portrait.	<i>To establish a school-climate portrait.</i>	<i>Establish a school-climate portrait by June 2011.</i>	<i>We have an established school-climate portrait.</i>	<i>The English teachers will administer the TTFM survey twice a year. This needs to be improved by explaining the context through English & ERC and having the teachers administer it during class.</i>	<i>Fall 2010-Spring 2011</i>	<i>Administration ensures that the survey is administered twice a year.</i>
<p>4.1 TO PROVIDE A SAFE, SECURE, HEALTHY AND WELCOMING ENVIRONMENT</p> <p>4.1.3. To reduce the number of students consuming drugs and/ or alcohol</p>	4.1.3. To establish a baseline and create a target for reducing the number of students consuming drugs and/ or alcohol by June 2011	4.1.3. Number of students who indicate drug and/ or alcohol use in the Tell Them From Me Plus survey.	<i>To reduce the number of students consuming drugs and/ or alcohol</i>	<i>To establish a baseline and create a target for reducing the number of students consuming drugs and/ or alcohol by June 2011</i>	<i>Number of students who indicate drug and/ or alcohol use in the Tell Them From Me Plus survey.</i>	<p><i>English teachers will administer the TTFM survey to establish the baseline.</i></p> <p><i>Administration will provide Professional Development for teachers & staff regarding drugs and alcohol.</i></p> <p><i>Administration will organize a presentation to students by the Board Consultant on drug & alcohol use.</i></p> <p><i>Zero tolerance for students found with drugs. The school police officer will be asked to get involved.</i></p> <p><i>Continue the DAMIT programme and recruit new teachers.</i></p> <p><i>Sec 1 & 2 English LES on drug & alcohol awareness.</i></p> <p><i>Participate in the M.A.D.D. presentation for sec 5 students.</i></p> <p><i>Start a "Salvaging Sisterhood" group to support girls with issues.</i></p>	<p><i>Fall 2010</i></p> <p><i>2010-2011</i></p> <p><i>2010-2011</i></p> <p><i>2010-2011</i></p> <p><i>June 2011</i></p> <p><i>Spring 2011</i></p>	<p><i>Done through English classes.</i></p> <p><i>Administration schedules Paul Wilsong during a ped day.</i></p> <p><i>Administration ensures that all students are accompanied and that parents are made aware.</i></p>



ORIENTATION 4: ENCOURAGE SAFE SCHOOL ENVIRONMENTS AND HEALTHY LIVING IN ALL SCHOOLS AND CENTRE

Context of QHS Regarding Orientation 4:

One of the strengths at QHS is the staff's dedication to our students and community. We are aware of our students' behaviours and with the help of the TTFM survey we can confirm certain beliefs and target where the interventions are needed most. Teachers are willing to modify their schedules to adapt to different initiatives that are available for students. Furthermore, we have an excellent working relationship with our partners and make their services readily available to our student population.

Monitoring and Accountability Measures:

Two initiatives will help us monitor and report on the impacts of our strategies. The TTFM survey will be administered twice a year and the results will be presented at staff meetings and at the Governing Board meetings. The statistics generated through the SWIS programme will be presented once a month at the staff meetings.

Support and Assistance Measures Available to QHS:

Many stakeholders support our students and school. The school board provides professional development to our staff and makes available numerous resources such as a social worker and professionals. Different partners deliver services and programmes such as: Partners for Life, VIRAGE, Tolerance Foundation, MADD, la Police de la ville de Quebec, Fraser Recovery Program and the JHCS.

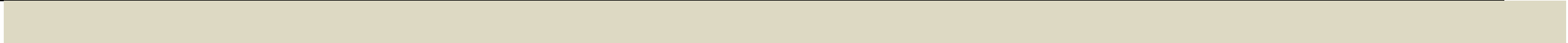


Quebec High School - : INCREASE THE NUMBER OF STUDENTS UNDER THE AGE OF 20 IN VOCATIONAL EDUCATION TRAINING PROGRAMS

CQSB ORIENTATION 5: INCREASE THE NUMBER OF STUDENTS UNDER THE AGE OF 20 IN VOCATIONAL EDUCATION TRAINING PROGRAMS

Central Québec School Board			Quebec High School					
Objective	Target	Indicator	Objective	Target	Indicator	Strategies	Timeline	Monitoring
<p>5.1 STUDENTS LESS THAN 20 YEARS OF AGE IN VOCATIONAL EDUCATION</p> <p>5.1.1. To increase the number of students under 20 in Vocational Education</p>	<p>5.1.1. To increase the number of students within our own Centre by 3 (three) students by 2013</p>	<p>5.1.1.The number of students under age 20 registered in Vocational Education</p>	<p><i>Enable students to become familiar with the organization and requirements of the world of work and the profiles of various trades and occupations.</i></p> <p><i>Guide students throughout their career planning process and support them at critical stages in their schooling when they must sometimes make compromises between their ideal education and career options and the real choices available to them.</i></p>	<p><i>Enable all Cycle II students to become familiar with the organization and requirements of the world of work and the profiles of various trades and occupations, by 2011</i></p> <p><i>Guide all Cycle II students throughout their career planning process and support them at critical stages in their schooling when they must sometimes make compromises between their ideal education and career options and the real choices available to them, by 2011</i></p>	<p><i>Students' demonstrated ability to:</i></p> <ul style="list-style-type: none"> - Work cooperatively - Assume responsibility - Exhibit an awareness of career choices available to them <p><i>Number of students having received individualized support, information and counseling</i></p> <p><i>Number of students having attended career fairs, career day and having done job shadowing</i></p> <p><i>Number of different speakers presenting at the QHS Career Day</i></p> <p><i>Number of students having participated</i></p>	<p><i>Promote the presence of the guidance-oriented approach to learning by the guidance councillor at the beginning of the school year.</i></p> <p><i>Promote POP classes, make the option available for sec 3, 4 and 5</i></p> <p><i>Promote Adult Education as a viable career path or an alternative to dropping out</i></p> <p><i>Guidance Councillor will organize outings to visit Les Olympiades, le Salon Education-Emplois and the QHS Career day.</i></p> <p><i>POP teacher and Guidance Councillor will organize job shadowing.</i></p> <p><i>The Guidance Counsellor will meet with the CQSB SARCA (Services d'accueil, de référence, de conseil et d'accompagnement) representative and/or will attend information sessions regarding:</i></p> <ul style="list-style-type: none"> - Vocational Educational as a viable career path or an alternative to dropping out. - Available Vocational options at CQSB or in neighbouring French school Boards - students at risk of dropping out, for whom Vocational Education could be a valuable option <p><i>Staff will supervise and guide students in student-life activities such as the tech crew, ambassadors and other volunteer initiatives.</i></p>	<p><i>June 2011</i></p>	<p><i>School principal will be responsible for insuring that the guidance-oriented approach and POP are incorporated into the school Success Plan and Educational Project.</i></p> <p><i>Teachers will be responsible for incorporating the guidance-oriented approach into existing LESSs.</i></p> <p><i>Teachers/Guidance counselors will be responsible for evaluating identified indicators and reporting the results to the school principal.</i></p> <p><i>WOTP teachers & Techs will inform the administration on a regular basis about students on job placements.</i></p>

					<p><i>in a Entrepreneurial project submitted to the "Concour en Entrepreneuriat"</i></p> <p><i>Number of students who have successfully completed their "work placement" in the WOTP programme.</i></p>	<p><i>CLC coordinator will organize the VCN conference on "National Entrepreneurship Day"</i></p> <p><i>The WOTP Teachers & Techs will organize and supervise a secure stage placement for the students.</i></p>		
	<p>5.1.2. To increase the number of referrals to a French board by 3 (three) by 2013</p>	<p>5.1.2. The number of students who have been referred to French boards in Vocational Education</p>						





ORIENTATION 5: INCREASE THE NUMBER OF STUDENTS UNDER THE AGE OF 20 IN VOCATIONAL EDUCATION TRAINING PROGRAMS

Context of QHS Regarding Orientation 5:

At QHS, our Guidance Councilor shows a lot of leadership towards this orientation. She meets systematically with the teachers to support them on the Guidance Oriented Approach to Learning. She is very active in preparing several initiatives to help students make important decisions about their educational futures. QHS teachers have supported students who have presented numerous entrepreneurial projects for le Concours en Entrepreneuriat. Finally, we have started to develop a service learning model and encourage volunteer work within our community. This allows students to explore interests outside of the classroom.

Monitoring and Accountability Measures:

This year at QHS we will make a concerted effort to track the number of students involved in the numerous initiatives. The Guidance Councilor will record the number of students she meets on an individual basis.

Support and Assistance Measures Available to QHS:

The three main support measures in place for this orientation are: our two Guidance Councilors, the WOTP (Pre-Work and Semi-Skilled Trade) and the Community Learning Centre. The POP course continues to help students explore their interests and discover new possibilities.

RESOURCES ALLOCATED TO THE SCHOOL:

In conclusion, through many resources allocated to Quebec High School, we have become a vibrant learning community that delivers a challenging and relevant curriculum. We provide a safe and welcoming environment and we ensure that students receive the essential services they need to develop their potential.

Following are a few of the initiatives that will help us meet our targets in the Management of Educational Success Agreement.

- The excellent guidance and support provided by the board consultants. They meet regularly with our staff and especially the new teachers to our board. Their expertise is essential if we are to meet the targets of the first two orientations. The induction process at the beginning of the school year is very effective.*
- The emphasis on Professional Development. Educational Services continually seeks for pertinent opportunities for our staff and teachers. Our staff is supported and encouraged to develop their expertise. This has a direct impact on the success rates of our students.*
- The Community Learning Centre. The CLC has had an impact on all five orientations found in the agreement. Through partnerships with stakeholders, we have been able to develop programming, provide services and hold events that have helped our students perform and remain at school.*
- The Work Oriented Training Path. As the Programme continues to develop we will be able to measure its full impact on student success. In the short time we have been delivering the programme, we have seen students who were unsuccessful in the regular path, finally meet with success at school in this innovative approach.*
- Finally, there are numerous initiatives that will help us meet our targets such as: DAMIT, PBS/SWIS, TTFM, the Electronic IEP, SOS/LEARN, the Arts Fest & COSB basketball tournament.*

Signatories of the Agreement:

*Ronald Corriveau
Director General
Central Québec School Board*

Date



Continuons à apprendre
Learning for all
www.cqsb.qc.ca

*Warren Thomson
Quebec High School*

December 23rd 2010
Date

