



Success Plan 2010-2015 St. Thomas High School

Success Plan For St. Thomas High School for 2010-2015

Introduction

The St. Thomas High School Success Plan for 2010-2015 is based on the Lester B. Pearson School Board's Strategic Plan entitled "Together We Learn: Partnering for Student Success" and the St. Thomas Educational Project which was reviewed and revised in 2006 and was in the process of being reviewed in 2009. The St. Thomas School Success Plan outlines a clear direction and defines our priorities for the coming five years. At St. Thomas, it is our responsibility to ensure that every student in our school has the opportunity to excel. Our success plan provides a road map to meet that responsibility. It is built on the foundation of work accomplished through our 2006-2009 success plan and ensures that our goals are achievable, our progress is measurable and that we are accountable to those who place their trust in St Thomas High School.

Our success plan has been developed with input from our stakeholders and in accordance with the strategic directions of the Ministry of Education, Leisure & Sports and the four identified pillars of our school board's strategic plan. We believe the objectives and strategies we have chosen represent key areas that will increase the success rate of our students. At St. Thomas High School student success is the force that drives all our actions.

Since 1960, St Thomas High School has been providing quality education to students of the West Island. True to its motto of Dedication to the Encouragement of Excellence, this full five year secondary school has excelled in a wide variety of academic, athletic, social and leadership opportunities for those who have embraced its philosophy. Students from more than forty-five elementary schools have chosen St. Thomas High School as the place to be for an outstanding educational opportunity. Staff, students and parents work together to achieve the highest standards of excellence in every aspect of high school life.

The majority of our students are part of the very notable International Baccalaureate Middle Years Programme (IBMYP). Evidence of the school's success lies in the extraordinary number of students who have achieved scholarships, awards, and community recognition over the years. Graduates have reached academic and social status that is the envy of the academic community. In the MELS rating of all high schools throughout the province, St Thomas High School rates highest among English public high schools in the West Island.

EDUCATIONAL OBJECTIVES

St. Thomas has adopted a Code of Conduct developed collaboratively by staff, parents and students which ensures every student's right to be educated in a caring, safe and respectful environment. Over 1300 students participate in a series of programmes that provide the very best educational opportunities according to each student's needs and abilities. Personal safety, social action, personal integration, and intellectual curiosity and awareness are foundational elements in the objectives the school embraces.

PROGRAMS

Immersion Program: The French Immersion Programme consists of a bilingual programme which offers courses such as Social Studies, Science and certain options in French. The emphasis in the French courses is on mastering the written and oral aspects of the language.

International Baccalaureate Middle Years Programme (IBMYP):

The official International Baccalaureate Middle Years Programme is available to students who meet the entrance requirements. This distinctive curriculum model goes beyond the intellectual rigor and high academic standards of the school to focus on the ideals of international understanding and responsible world citizenship. Except for Mathematics and Science and option courses, our entire curriculum follows the IBMYP model, which includes Spanish as a third language.

English Program: In conformity with the MELS guidelines, the English Programme offers all the necessary courses for a Quebec High School Leaving certificate in English with a basic ability in French upon graduation. This programme may be of interest to students choosing English as their main language of instruction.

A Work Study Programme is available for students who require additional job-related skills and credits.

EXTRACURRICULAR ACTIVITIES

Student Council, Leadership, School Bands, Drama and Improvisation, Charity Drives, Peer Helpers, United Nations simulations, Business Fair, Stained Glass Club, Variety Show, Carnival, Chess Club, Debating Society, Student Leadership Conferences, Field Trips to Stratford, New York-Washington, Europe and the Ambassador Program.

Our Athletic Programmes include competition within the Greater Montreal Athletic Association: Soccer, Hockey, Rugby, Field Hockey, Basketball, Volleyball, Swimming, Track and Field, Skiing and Cross-Country Running.

COMMUNITY INVOLVEMENT

St. Thomas students participate in many types of community service throughout the school year. As part of the IBMYP, students must log their community service activities. This is an essential

component of the overall programme.

Over the years, the student body, in all programmes has embraced a wide variety of fundraising projects in order to provide considerable financial assistance to these worthy causes. A few such projects include: Haitian School Project, Share the Warmth Food Baskets, Indoor Soccer Tournament “Cancer Society”, Christmas Pageant. Each year, all of our students organize an immense food and clothing drive for Father Emmett Johns and Le Bon Dieu Dans la Rue.

Over the past several years St. Thomas has been a very strong contributor to the Terry Fox Foundation this year alone raising an incredible \$ 40,000. Local and global Humanitarian contributions to Amnesty International, Artists for Peace and Free the Children, the Brick by Brick campaign are among the causes St. Thomas supports.

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ADDITIONAL SERVICES

A full time Guidance Counsellor provides personal and vocational counselling to students of all grades, as well as essential information for CEGEP and university bound students. Our Nurse, Psychologist, Social Worker, Spiritual Animator and full time Librarian provide our adolescent population with up-to-date information and support.

The Learning Centre (Resource Room) provides a variety of services aimed at supporting and monitoring students who may be experiencing academic difficulties.

The Planning Room Technician Special Education Technician provide a variety of supports for students experiencing behavioral and/or emotional difficulties.

The building is wheelchair accessible. Other facilities include:

- Two state of the art Science Labs
- A fully equipped Weight room
- Two Music rooms with soundproofing
- Two Art rooms
- Two Computer labs
- A Drama room with stage
- Two Resource rooms
- Planning Room

School Vision

St. Thomas High School provides a caring, safe, and nurturing environment where students strive for success and a commitment to life-long learning. Students participate in a series of programs that provide the very best of educational opportunities according to the individual student's needs and abilities. Personal safety, social action, personal integration, health and well-being, and intellectual curiosity are foundational elements that the school aims to achieve.

Mission Statement

St. Thomas High School is dedicated to the encouragement of excellence of all students in the intellectual, personal and social domains. The diverse needs of our students will be met in an environment of safety, personal belonging, and mutual respect.

Expectations of Community

The community has high expectations for the school. Given the fact that the LBPSB has an open boundary policy with respect to its high schools, parents have chosen St. Thomas High School because of one or more of the following reasons:

- ☐ International Baccalaureate Middle Years Programme
- ☐ School reputation for high academic standards
- ☐ The range of extra curricular and co-curricular activities offered to students
- ☐ Safe school environment provided to students.

The vast majority of parents of St. Thomas students expect the school to prepare students for post secondary education.

School Portrait

St. Thomas High School

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Total Number of Students Registered:	1238	1224	1181	1202	1245
Students Entering with Delay:	5	6	5	3	8
Proportion of Students Identified with Handicaps, Social Maladjustments or Learning Difficulties:	65 students	70 students	76 students	72 students	86 students
Integration Rate:					
Drop out Rate:	0.0016%	0.0032%	0.0008%	0%	0.0008%
Graduation Success Rate/Certification/QualificationRate:	90.5%	92%	97%	95.5%	94%

St. Thomas High School

Results of MELS Uniform Exams	2004	2005	2006	2007	2008	2009
French Sec 5	95.0	97.7	98.1	98.7	97.2	95.4 96.2
French Reading	70.8	81.3	90.1	83.5	85.0	67.3 *
French Writing	86.7	91.4	100.0	99.6	92.5	85.7 *
English Sec 5	98.2`	98.3	96.8	97.4	99.5	99.2
Math Sec 4	93.3	87.6	84.4	91.8	91.6	77.6 98.9 100.0
Science Sec 4	83.3	90.6	93.4	95.2	90.2	91.6 98.8
History Sec 4	82.6	77.7	80.5	90.0	82.1	100.0
Histoire Sec 4	84.7	94.9	81.7	98.9	94.6	100.0

The French marks with an asterisk are only from students who are in the French Immersion stream. In previous years results were both IB and Immersion. French Reading needs to be a focus with an emphasis on French Writing also. Success rates on Histoire and History exams have shown marked increases.

Action Plan

Strategic Directions 1: Maximizing Student Success in a Culture for Learning

Objective	Strategies	Indicator	Targets / Results
To maintain the graduation rate	<p>Guidance Counselor provides information to students about graduation requirements, CEGEP programs, Tec/Voc programs and career planning. This information is communicated through class visits/assemblies, handouts, documentation centre, individual and small group meetings.</p> <p>Information evening for Sec 2, 3 & 4 parents to assist with course selections. (Providing information on Math /Science pathways, CEGEP information)</p> <p>Professional development of teachers re:reform or new program curricular development</p> <p>Tutorials and study halls during June exam periods</p> <p>Teacher tutorials, and peer tutoring are offered.</p> <p>Maintain Cycle 1 Literacy groups</p> <p>Maintain small group Math & French interventions in Cycle 1 to increase early success</p>	<p>Success Rates on MELS exams</p> <p>Graduation rates</p> <p>Number of students attending tutorials during the year</p> <p>Number of students attending tutorials during exam periods</p> <p>Number of students attending study hall during exams</p>	<ol style="list-style-type: none"> 1. Maintain high graduation rate of 95% 2. Increase success rate on MELS exams <ul style="list-style-type: none"> • Increase French Reading by 3 % • Increase French writing by 3 % • Increase Math 4 CST by 2 % • Increase Science Sec IV by 1 %

Strategic Directions 1: Maximizing Student Success in a Culture for Learning

Objective	Strategies	Indicator	Targets / Results
To maintain a low drop out rate	<p>Intervention with students at risk of dropping out through:</p> <p>Early identification at Ad Hoc meetings</p> <p>Family Intervention</p> <p>Promote Voc Ed and other Pathways</p> <p>Creative scheduling to build on students' strengths and interests</p> <p>Maintain a variety of extra curricular and/or co-curricular activities to meet diverse interests (humanitarian, sports, clubs)</p> <p>Match students with teacher mentors when necessary</p> <p>Continue to make good use of the Planning room</p> <p>Spec. Ed. Tech. to work with these students in creating a plan of action</p> <p>Encourage lunch time participation in activities offered (ie open Gym)</p> <p>Exit interview to determine why student is leaving</p> <p>Initiate new interventions to engage students</p>	<p>Track the number of :</p> <p>Number of students who are failing 2 or more core subjects</p> <p>Ad-Hoc meetings that discuss these students who are potentially at-risk of dropping out</p> <p>Family meetings</p> <p>Number of students not participating in extra curricular and/or co-curricular activities</p> <p>New interventions that target engagement</p> <p>*track statistics of student involvement in any of the previously identified strategies</p>	<p>Status quo</p> <p>More accurate monitoring of students at risk - Maintain less than 1 %</p> <p>- Hold an Adhoc meeting after each reporting period including interim to flag students at risk failing 2 or more subjects</p>

Strategic Directions 1: Maximizing Student Success in a Culture for Learning

Objective	Strategies	Indicator	Targets / Results
To increase the success rate in French especially Reading and Writing	Ensure that all students' results are tabulated in the final statistics IB results need to be included	Results for French IB and IMM on MELS exams	Increase success rate on MELS exams especially in French Reading by 3% or more
	Offer more French activities within the school	Number of French activities in the school	Increase success rate on MELS exams especially in French Writing by 3% or more
	Continue to purchase more French books for classes and the library	Number of French courses offered	Offer at least one French activity per grade level
	Offer more courses in French	Success rate of students who are part of the early identification process	Increase number of French courses by one per year
	Early identification of students entering Sec 1 with weaknesses in French	More positive feedback from parents	Increase the success rate of students identified with difficulties in Sec 1 by at least 5%
	Maintain small classes in French at the cycle one level	number of additional books purchased in French	Increase number of positive comments by parents each year
	Hire more proficient replacement French teachers	library tracking of number of French books borrowed from the library	
	Expose the students to the opportunities in the French CEGEPS		
	Encourage parents to be involved in supporting French at home		

Strategic Directions 1: Maximizing Student Success in a Culture for Learning

Objective	Strategies	Indicator	Targets / Results
Increase awareness of and access to various pathways for Special Needs Students	From Articulation meetings at grade 6 flag potential students who may need to be monitored and maintain a close watch on these students	number of meetings with incoming families new to the school	Increase qualification rate of students who are indentified as special needs by at least one student per year
	Increase awareness of Tec/Voc programs through guest speakers, trips to centres	teachers/staff who attended workshops	Increase number of action plans for special needs students by at least one per year
	Build a library of possible pathways	family meetings to discuss alternate programming and or pathways	visit to TEC/VOC centre each year
	Case conferences of new students with teachers	students identified early who qualify for an alternative pathway	One guest speaker per year job shadowing through POP
	Workshops for staff to increase awareness of alternate programs	students in grade 9 and Cycle 1 who are in different pathways	
	Early identification of students at risk at the end of Cycle 1, offer resource support to these students		
	Work more closely with Work Study Coordinator and the Work Skills Consultant		
	Increase student awareness of Work Study possibilities		
	Creative Scheduling		
	Earlier psycho-educational assessment of students		
	More parent meetings with follow-ups to explore various pathways for success -earlier intervention		
	Make information re:alternate programs available to parents		
	Increase awareness of Tec/Voc programs through guest speakers, trips to centres		

Strategic Directions 2: Fostering & Supporting Commitment to Professional Growth for All

Objective	Strategies	Indicator	Targets / Results
To foster the sharing of craft knowledge within the school	Teachers identify personal development goals	# of workshops attended by teachers	1. To complete all the steps of the plan
	Curriculum Teams (at each grade level)	Statistics on the activities for new teachers school, local and national level	
	Model teaching - use master teachers to model best practices for new teachers	Statement of a professional PIC plan of this year	
	Workshops organized by PIC committee	Sharing of info from workshops attended	
	Use existing staff expertise to give local workshops	Professional Development plan is on paper	
	Facilitate sharing of knowledge through common planning time		
	Analyse ways to create blocks of time (Mini Day) or common spares to facilitate meeting times		
	Utilize board consultants as necessary		
	Assign mentoring portfolio to VP		

Strategic Directions 2: Fostering & Supporting Commitment to Professional Growth for All

Objective	Strategies	Indicator	Targets / Results
Improve mentoring to new teachers	Mentoring of new teachers by using release time	How much money spent	Complete spending of PIC funds
	Have monies available for mentoring	# of workshops offered	Minimum of 3 activities held each year for new teachers
	Using master teachers to model best practices	# of teachers involved	Each teacher has visited one master's classroom for modelling
	Use reflection sheets to evaluate success of the plan and begin planning for the next academic year	Balanced use of PIC funds among stake holders	
		Balanced participation at	
		Locally organized retreats	
	Mentor/master teachers lunches	Organized activities for new teachers	
	Identify master teacher		
	Survey new teachers - what do you need? what have you not gotten so far?	A portion of PIC fund set aside for new teachers	
	Initial breakfast for pairing of mentors, mentees		
	Feedback - from the new teachers		

Strategic Directions 2: Fostering & Supporting Commitment to Professional Growth for All

Objective	Strategies	Indicator	Targets / Results
Develop a framework for instituting a school-wide professional development plan	<p>Long term goal: To articulate a framework for professional development</p> <ol style="list-style-type: none"> 1. Strike a PD committee to focus on the needs of the teachers to develop their professional practice 2. Conduct a needs assessment <p>Short term goal:</p> <ol style="list-style-type: none"> 1. Share existing craft knowledge 2. Improve mentoring to new teachers 	<p>Long-term</p> <ol style="list-style-type: none"> 1. Creation of a needs assessment questionnaire 2. Summary of the results of the needs assessment <p>Short-term</p> <ol style="list-style-type: none"> 1. More complete utilization of PIC funds 	3-top professional development needs as indicated by needs assesment met.

Strategic Directions 3: To Enhance School Collaboration and Community Partnerships

Objective	Strategies	Indicator	Targets / Results
To Increase our Community Partnership in all Areas	<ol style="list-style-type: none"> Find more job sharing sites for students in modified programmes who will not get a high school leaving diploma Participate in the LBPSB Vocational Road show Increase awareness among senior students of career opportunities in the medical professional Utilize the LBPSB Interactive Community Database to facilitate visits to local companies and have community partners visit our school Continue awareness campaign of medical issues affecting people around the world Promote awareness of education as a tool to help people around the world Promote awareness of education as a tool to help people around the world Continue awareness campaign of the need for fair business practices and small business development as a 	<ol style="list-style-type: none"> An increase in the # of job sharing opportunities Participation in the event Students attend the Montreal Neurological Institute's Career Day Teachers and Administration have registered students to participate in the programme The Terry fox Walkathon continues annually FTC club meets regularly and funds are donated Annual fundraising event takes place for Haiti's "Les Abricots" school The Fair Trade store continues to operate Some St Thomas students participate in a World Youth initiative in a foreign country St Thomas makes a contribution of food to a local charity (Share the Warmth) St Thomas makes a contribution to a local charity of used clothing (Dans la Rue) Raise funds for the Old Brewery Mission and have some students serve food there Sec V St Thomas 	<ol style="list-style-type: none"> Meet the needs of students on modified programs to ensure each student has one opportunity per year One entire grade level attends the event each year Send the allowable number of students to the event An increase in the number of students and teachers who access interactive community resources Minimally raise \$15000 per year Minimally raise funds for one school per year \$3000 raised annually for the school to continue The Fair Trade Store is open minimally twice a week during lunch hour Have enough students volunteer for the World Version excursion to be held St Thomas supplies food for 25 ?baskets at Christmas time St Thomas supplies 100? items Raise minimally \$500 per year and a class serve food at the Mission Hold the UN simulation annually 20 students per

	<p>mechanism to fight poverty around the world</p> <p>9. Continue connection with World Youth and its vision of having young people work on developmental projects in other countries</p> <p>10. Continue awareness campaign that poverty exists locally as well as globally</p> <p>11. Develop awareness of major issues facing our world today</p> <p>12. Provide opportunities for students to develop leadership skills by interacting with students from other schools in leadership exercises</p> <p>13. Develop an awareness of the contribution soldiers have made to ensure Canadian freedom</p> <p>14. Develop an awareness of the pleasure that can occur through Community Service</p>	<p>students participate in a UN simulation</p> <p>14. St Thomas students attend leadership conferences both locally and nationally</p> <p>15. St Thomas students send Valentines to veterans in February</p> <p>16. St Thomas students go caroling at Christmas time at a senior citizens' facility and around the community</p>	<p>year attend leadership camps or conferences</p> <p>15. Ensure every veteran at St Anne's receives at least one Valentine from a St Thomas student</p> <p>16. Minimally 30 students participate in the caroling sessions , and cover all grade levels</p>
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Strategic Directions 4: Promoting wellness in a safe and caring community

Objective	Strategies	Indicator	Targets / Results
To promote the healthy school approach	<ol style="list-style-type: none"> 1. Use Sec IV students as "experts" to educate juniors on health -related issues 2. Implement a High Risk Behavior Policy within the school to systematically address high risk behavior 3. Continue our cooperation with community police through opportunities such as the Grad "Don't Drink and Drive" campaign or an Anti-Bullying initiative 4. Develop a cross-curricular project which addresses nutrition 5. Offer intramural and interscholastic athletic activities to the student body 6. To provide learning opportunities for students to appreciate and celebrate cultural diversity 	<ol style="list-style-type: none"> 1. Sec IV students hold a Health Fair 2. Student timetable is planned to accommodate such activities 3. An assembly or class visits occurs in which the community police interact with students 4. A cross-curricular unit plan is created 5. Sports activities are offered to students at all grade levels 6. The Tolerance Caravan visits the school 7. The school hosts a Multi-Cultural Fair 	<ol style="list-style-type: none"> 1. All junior students visit the Health Fair annually 2. An increase in the number of activities that address high risk behaviors 3. Community police visit the school at least once per year 4. The cross-curricular plan is implemented in March 5. The number of intramural activities offered to juniors is increased 6. Minimally all students at one grade level are exposed to the Caravan 7. One grade level participates in the fair