

# Educational Project: Secondary

## Horizon High School



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## APPENDICES

### Appendix A: Evaluation Standard and Procedures

Sec 1:

Sec 2: <http://horizon.lbpsb.qc.ca/Portals/Horizon/Evaluation%20of%20Student%20Learningsec2.pdf?ver=2016-05-05-154352-647>

Sec 3: <http://horizon.lbpsb.qc.ca/Portals/Horizon/Evaluation%20of%20Student%20Learningsec3.pdf?ver=2016-05-05-154414-270>

Sec 4: <http://horizon.lbpsb.qc.ca/Portals/Horizon/Evaluation%20of%20Student%20Learningsec4.pdf?ver=2016-05-05-154426-537>

Sec 5: <http://horizon.lbpsb.qc.ca/Portals/Horizon/Evaluation%20of%20Student%20Learningsec5.pdf?ver=2016-05-05-154438-333>

### Appendix B: ABAV Plan

### Appendix C: Student Code of Conduct

<http://horizon.lbpsb.qc.ca/Portals/Horizon/Horizon%20High%20School%20Code%20of%20conduct%20for%20Teacher%20Binder.pdf?ver=2016-04-21-110052-850>

### Appendix D: Guiding Principles Special Needs Department



## *Mission Statement*

Horizon High School is a welcoming alternative school for at-risk youth. The school offers students a safe, tolerant and understanding atmosphere within a structured setting. Through our resources, students receive academic support, counseling, guidance and an opportunity for academic success and personal growth.

## VISION Statement



### *Vision*

Horizon's vision is to produce high school graduates, young people prepared for the workforce and responsible citizens. It is our intention to offer the best programs available by helping all students to reach their academic and social potential.



## Exit Profile

We plan that by the time a student graduates from Horizon they will demonstrate to the best of his or her ability, effective listening and communication skills for acquiring post-secondary education or for entry into the job market, along with:

academic competency in FSL, ELA, Math, Science, the Arts, and Social Sciences, effective  
healthy life style  
technological knowledge



### Community Profile

Horizon High School opened its doors as an alternative high school in the year 2010. The building is located in a quiet suburban area in Pointe Claire. Prior to that our alternative programs were housed in different schools throughout the LBPSB. There was an overriding ethos that students would be more inclined towards persevering in their education if there was a place that they could identify with as their own high school. We began with 130 students.

Our school staff comprises of teachers, support staff, special education technicians, caretaking and administration. We have a gymnasium, computer technologies, science facilities, arts rooms and a yoga room not to mention nice sized airy classrooms. We cover the regular high school curriculum for students who demonstrate a capacity to graduate and other accreditation programs for students who need to choose a different path.



## Academic Program

Horizon's core values are based on our philosophy that students who attend our school deserve another opportunity at succeeding with their academic and personal dreams. Our aim is for our students to develop self-worth in their overall educational growth and development. The goals of the three separate programs at Horizon are aimed for success through the lens of the students' social and academic needs by keeping front and center the different learning styles and potential of each student.

### The Junior Program: (ages 13 through 15)

1. Student should reach an appropriate grade level, either 8 or 9 in the core subjects. (Math, English and French).
2. Students will become "literate" at least up to the high school level.
3. Student's behaviours and attitudes will adjust to the point where they are able to attend school regularly and behave appropriately.
4. Students will be prepared to move into our other, more senior programs or if feasible, to return to their home school.



*The Senior Program:* (ages 15 through 18)

1. Students will work towards 54 credits and thus, high school graduation.
2. Students should develop maturity and responsibility to help to be successful at Horizon and beyond.
3. Students will be prepared to attend CEGEP, move towards a vocational program or to enter the workforce.

*Projet Particulier:* (ages 15 to 18)

1. Students will work towards successfully completing the core subjects in grades 9 and/or 10 and to move into a vocational training program.
2. Students will attend a “stage” where they learn on the job about a vocation they have chosen.
3. Students will be prepared to enter the workforce with the skills they have attained.



## Under the Horizon Umbrella



Horizon has many programs attached to it:

- Angrignon houses an elementary and high school program located at the Douglas Hospital
- Bourbonniere is a high school program located in a group home in Lasalle
- Dawson is a high school program located in a locked unit in Dorval
- REACH is an elementary program which runs out of two locations – Dorval Elementary and Christmas Park
- Transitions is comprised of two different programs – although both programs are for students with behavioural issues and ASD, the students in the junior program are taught the skills to be able to re-integrate into a high school setting, while the students in the senior program focus on life skills and may not re-integrate into a high school
- LIFE is a program for developmentally delayed young adults who cannot travel independently and is housed in Lindsay Place High School
- CO-OP is a program for developmentally delayed young adults who can travel independently and is housed in Lakeside, Light A Dream and John Abbott College

# Engaging learners for life



## Mission

### The Lester B. Pearson School Board:

works with its community to provide a healthy, safe, respectful and inclusive learning environment in which there is flexibility for all students to reach their full potential.  
prepares individuals to assume their roles as responsible, competent and successful citizens who are capable of working cooperatively within an ever-changing society.  
measures its actions and decisions against the core values stated in the Lester B. Pearson School Board Vision Statement.



### STRATEGIC DIRECTIONS

- 1 Improving Achievement
- 2 Ensuring Wellness
- 3 Strengthening Engagement

# LOCAL SUCCESS TARGETS AND OBJECTIVES: Horizon High School



## Strategic Direction 1: Improving Achievement

## Math Grade 8

<b>OBJECTIVE</b> (Specific, measurable, achievable, relevant, and timely)	<b>STRATEGIES</b> (Tools and ways we'll use to determine where we are, where we want to go and how we will try to get there)	<b>INDICATORS</b> (How will we know we have achieved? What should we see, what should we hear? Etc)	<b>TARGET</b> (Targets are benchmarks related directly to the indicators and strategies. What do we aim for and what is good enough for now)
Improve Mathematical Reasoning through direct teaching for word problems	Use Progression of learning to determine benchmarks Use IEP for guidance and strategies. Direct teaching, group work Subject vocabulary	Students are engaged, participating and demonstrating understanding Behaviour issues down Results will determine progress, from teacher lead groups to independent work	Success rate up; aim to have students achieving 60% or more
Fill in learning gaps so students have improved by one grade level minimally (John Hadey)	Weekly objectives based on grade 8 curriculum; LES; class tests	Daily work is understood and completed	Learning gaps closed
Address the students' anxiety in regards to their performance in final exams	Diagnostic assessment; grade 7 review to determine prior knowledge and learning gaps	Openness to take risks in learning	Promoted to grade 9

# LOCAL SUCCESS TARGETS AND OBJECTIVES: Horizon High School



## Strategic Direction 1: Improving Achievement

## Math Grade 9

<b>OBJECTIVE</b> (Specific, measurable, achievable, relevant, and timely)	<b>STRATEGIES</b> (Tools and ways we'll use to determine where we are, where we want to go and how we will try to get there)	<b>INDICATORS</b> (How will we know we have achieved? What should we see, what should we hear? Etc)	<b>TARGET</b> (Targets are benchmarks related directly to the indicators and strategies. What do we aim for and what is good enough for now)
Improve Mathematical Reasoning through direct teaching for word problems	Use Progression of learning to determine benchmarks  Focus on competencies Focus on remedial support to bridge gaps	Students are engaged, participating and demonstrating understanding Behaviour issues down Results will determine progress	Success rate up; students achieving 60% or more; Behaviour interventions down
Fill in learning gaps from grade 8, prepare for Voc. Ed. or grade 10	Weekly objectives based on grade 9 curriculum; LES; class tests, short quizzes, subject vocabulary	Daily work is understood and completed. Increased participation during class time	Learning gaps closed
Address the students' anxiety in regards to their performance in final exams	Diagnostic assessment; grade 7 or 8; review to determine prior knowledge and learning gaps; Summative assessment; mid term and final exams	Openness to take risks in learning Motivation towards school up Attendance is regular	Promoted to grade 10 or to Voc. Ed

# LOCAL SUCCESS TARGETS AND OBJECTIVES: Horizon High School



## Strategic Direction 1: Improving Achievement

## Math Grade 9 Project

<b>OBJECTIVE</b> (Specific, measurable, achievable, relevant, and timely)	<b>STRATEGIES</b> (Tools and ways we'll use to determine where we are, where we want to go and how we will try to get there)	<b>INDICATORS</b> (How will we know we have achieved? What should we see, what should we hear? Etc)	<b>TARGET</b> (Targets are benchmarks related directly to the indicators and strategies. What do we aim for and what is good enough for now)
Improve Mathematical Reasoning through direct teaching for word problems	Use Progression of learning to determine benchmarks Subject vocabulary Focus on competencies Focus on remedial support to bridge gaps	Students are engaged, participating and demonstrating understanding Behaviour issues down Results will determine progress	Success rate up; students achieving 60% or more; Behaviour interventions down
Fill in learning gaps from grade 8, prepare for Voc. Ed. or possibly grade 10	Weekly objectives based on grade 9 curriculum; LES; class tests, short quizzes	Daily work is understood and completed. Increased participation during class time Students engaged	Learning gaps closed
Address the students' anxiety in regards to their performance in final exams	Diagnostic assessment; grade 7 or 8; review to determine prior knowledge and learning gaps; Summative assessment; mid term and final exams	Openness to take risks in learning Motivation towards school up Attendance is regular	Promoted to grade 10 or to Voc. Ed

# LOCAL SUCCESS TARGETS AND OBJECTIVES: Horizon High School



## Strategic Direction 1: Improving Achievement

## Math Grade 10 Project

<b>OBJECTIVE</b> (Specific, measurable, achievable, relevant, and timely)	<b>STRATEGIES</b> (Tools and ways we'll use to determine where we are, where we want to go and how we will try to get there)	<b>INDICATORS</b> (How will we know we have achieved? What should we see, what should we hear? Etc)	<b>TARGET</b> (Targets are benchmarks related directly to the indicators and strategies. What do we aim for and what is good enough for now)
Offer essential skills to move on to Vocational Programs or the next level for graduation	Each week has defined curriculum and teachers assess the week's objectives . Weekly objectives based on grade 9/10 curriculum;	Students are engaged, participating and demonstrating understanding Behaviour issues down Results will determine progress	Success rate up; students achieving 60% or more;  Behaviour interventions down
Address the students' anxiety in regards to their performance in final exams	Reteach, use Pre-assess for knowledge base, online tools formative assessments, summative assessments	Daily work is understood and completed. Increased participation during class time Students engaged	Learning gaps closed Students capable of moving on to vocational training
Improve Mathematical Reasoning through direct teaching for word problems	Practice Quizzes, worksheets, group work with peers Subject vocabulary LES	Openness to take risks in learning Motivation towards school up Attendance is regular	Promoted to grade 11 or to Voc. Ed

# LOCAL SUCCESS TARGETS AND OBJECTIVES: Horizon High School



## Strategic Direction 1: Improving Achievement

## Math Grade 10

<b>OBJECTIVE</b> (Specific, measurable, achievable, relevant, and timely)	<b>STRATEGIES</b> (Tools and ways we'll use to determine where we are, where we want to go and how we will try to get there)	<b>INDICATORS</b> (How will we know we have achieved? What should we see, what should we hear? Etc)	<b>TARGET</b> (Targets are benchmarks related directly to the indicators and strategies. What do we aim for and what is good enough for now)
Students need to acquire math skills and knowledge to obtain Grade 10 math credits from the Ministry	Increase frequency of classes from 4 to 6 periods  Semestering	Due to increased class time in the subject, students will be able to cover and understand the material in a shorter period of time	Students are to achieve 60% or higher on Grade 10 math results.
Address the students' anxiety in regards to their performance in final exams	Give students opportunities to write January final exam, giving them more chances to succeed.	Daily work is understood and completed. Increased participation during class time Students engaged	Learning gaps closed  Students capable of graduating or moving on to vocational training
Improve Mathematical Reasoning through direct teaching for word problems	Practice quizzes, class tests, group work, review and reteach each skill as necessary, give more time to practice problem solving, pre-assessments, formative assessments and summative assessment.	Openness to take risks in learning Motivation towards school up Attendance is regular	Promoted to grade 11 or to Voc. Ed

# LOCAL SUCCESS TARGETS AND OBJECTIVES: Horizon High School



## Strategic Direction 1: Improving Achievement

## Math Grade 11

<b>OBJECTIVE</b> (Specific, measurable, achievable, relevant, and timely)	<b>STRATEGIES</b> (Tools and ways we'll use to determine where we are, where we want to go and how we will try to get there)	<b>INDICATORS</b> (How will we know we have achieved? What should we see, what should we hear? Etc)	<b>TARGET</b> (Targets are benchmarks related directly to the indicators and strategies. What do we aim for and what is good enough for now)
Acquire math skills and knowledge to obtain Grade 11 math credits from the Ministry	Increase frequency of classes from 4 to 6 periods Semestering	Due to increased class time in the subject, students will be able to cover and understand the material in a shorter period of time	Students are to achieve 60% or higher on Grade 11 math results.
Improve Mathematical Reasoning through direct teaching for word problems	Give students opportunities to write January final exam, giving them more chances to succeed.	Daily work is understood and completed. Increased participation during class time Students engaged	Students to master all concepts in the grade 11 program. They will feel confident in their ability to succeed in future math courses
Address the students' anxiety in regards to their performance in final exams	Practice quizzes, class tests, group work, review and reteach each skill as necessary, give more time to practice problem solving, pre-assessments, formative assessments and summative assessment.	Weekly assessment results will determine mastery of an objective and indicate moving forward, or time to reteach. Openness to take risks in learning Motivation towards school up Attendance is regular	Graduation or certification for each student



# LOCAL SUCCESS TARGETS AND OBJECTIVES: Horizon High School



## Strategic Direction 1: Improving Achievement

## French Second Language Grade 8

<b>OBJECTIVE</b> (Specific, measurable, achievable, relevant, and timely)	<b>STRATEGIES</b> (Tools and ways we'll use to determine where we are, where we want to go and how we will try to get there)	<b>INDICATORS</b> (How will we know we have achieved? What should we see, what should we hear? Etc)	<b>TARGET</b> (Targets are benchmarks related directly to the indicators and strategies. What do we aim for and what is good enough for now)
Address the students' anxiety in regards to their performance in final exams in another language	Passeport: Echelle globale generale A1, A2, student placement in appropriate level	Students can use the self evaluation checklists consistently to monitor their own progress	Bringing students as close to the following level as possible in the one school year.
To increase the success rate and averages in all competencies to passing grades in the final results.	Increase frequency of classes, consider a 6 or 9 day cycle	Students will be able to express their knowledge and progress	Begin with the success rate of oral competencies increasing by 5% .
Emphasis on grammar, conjugation and spelling	Collective teacher collaboration for exchanging ideas and assessing progress with curriculum  Continuing and varied evaluations, measuring progress in all competencies.  Cross level, collaborative projects	Confident in presenting an oral in French  Maintaining their own portfolio	

# LOCAL SUCCESS TARGETS AND OBJECTIVES: Horizon High School



## Strategic Direction 1: Improving Achievement

## French Second Language Grade 9 Projet

<b>OBJECTIVE</b> (Specific, measurable, achievable, relevant, and timely)	<b>STRATEGIES</b> (Tools and ways we'll use to determine where we are, where we want to go and how we will try to get there)	<b>INDICATORS</b> (How will we know we have achieved? What should we see, what should we hear? Etc)	<b>TARGET</b> (Targets are benchmarks related directly to the indicators and strategies. What do we aim for and what is good enough for now)
Address the students' anxiety in regards to their performance in final exams in another language	Passeport: Echelle globale generale A1, A2, student placement in appropriate level	Students can use the self evaluation checklists consistently to monitor their own progress	Bringing students as close to the following level as possible in the one school year.
To increase the success rate and averages in all competencies to passing grades in the final results.	Increase frequency of classes, consider a 6 or 9 day cycle	Students will be able to express their knowledge and progress	Begin with the success rate of oral competencies increasing by 5% .
Emphasis on grammar, conjugation and spelling	Collective teacher collaboration for exchanging ideas and assessing progress with curriculum  Continuing and varied evaluations, measuring progress in all competencies.  Cross level, collaborative projects	Confident in presenting an oral in French  Maintaining their own portfolio	

# LOCAL SUCCESS TARGETS AND OBJECTIVES: Horizon High School



## Strategic Direction 1: Improving Achievement

## French Second Language Grade 9

<b>OBJECTIVE</b> (Specific, measurable, achievable, relevant, and timely)	<b>STRATEGIES</b> (Tools and ways we'll use to determine where we are, where we want to go and how we will try to get there)	<b>INDICATORS</b> (How will we know we have achieved? What should we see, what should we hear? Etc)	<b>TARGET</b> (Targets are benchmarks related directly to the indicators and strategies. What do we aim for and what is good enough for now)
Address the students' anxiety in regards to their performance in final exams in another language	Passeport: Echelle globale generale A1, A2, student placement in appropriate level	Students can use the self evaluation checklists consistently to monitor their own progress	Bringing students as close to the following level as possible in the one school year.
To increase the success rate and averages in all competencies to passing grades in the final results.	Increase frequency of classes, consider a 6 or 9 day cycle	Students will be able to express their knowledge and progress	Begin with the success rate of oral competencies increasing by 5% .
Emphasis on grammar, conjugation and spelling	Collective teacher collaboration for exchanging ideas and assessing progress with curriculum  Continuing and varied evaluations, measuring progress in all competencies.  Cross level, collaborative projects	Confident in presenting an oral in French  Maintaining their own portfolio	

# LOCAL SUCCESS TARGETS AND OBJECTIVES: Horizon High School



## Strategic Direction 1: Improving Achievement

## French Second Language Grade 10 Projet

<b>OBJECTIVE</b> (Specific, measurable, achievable, relevant, and timely)	<b>STRATEGIES</b> (Tools and ways we'll use to determine where we are, where we want to go and how we will try to get there)	<b>INDICATORS</b> (How will we know we have achieved? What should we see, what should we hear? Etc)	<b>TARGET</b> (Targets are benchmarks related directly to the indicators and strategies. What do we aim for and what is good enough for now)
Address the students' anxiety in regards to their performance in final exams in another language	Passeport: Echelle globale generale A1, A2, student placement in appropriate level	Students can use the self evaluation checklists consistently to monitor their own progress	Bringing students as close to the B1 (Secondary 5) competency level
To increase the success rate and averages in all competencies to passing grades in the final results.	Increase frequency of classes, consider a 6 or 9 day cycle	Students will be able to express their knowledge and progress	Begin with the success rate of written competencies increasing by 5% .
Emphasis on grammar, conjugation and spelling	Collective teacher collaboration for exchanging ideas and assessing progress with curriculum  Continuing and varied evaluations, measuring progress in all competencies.  Cross level, collaborative projects, visit other French classes	Confident in presenting an oral in French to peers  Maintaining their own portfolio	Begin with the success rate of oral competencies increasing by 5% .

# LOCAL SUCCESS TARGETS AND OBJECTIVES: Horizon High School



## Strategic Direction 1: Improving Achievement

## French Second Language Grade 10

<b>OBJECTIVE</b> (Specific, measurable, achievable, relevant, and timely)	<b>STRATEGIES</b> (Tools and ways we'll use to determine where we are, where we want to go and how we will try to get there)	<b>INDICATORS</b> (How will we know we have achieved? What should we see, what should we hear? Etc)	<b>TARGET</b> (Targets are benchmarks related directly to the indicators and strategies. What do we aim for and what is good enough for now)
Address the students' anxiety in regards to their performance in final exams in another language	Passeport: Echelle globale generale A1, A2, B1 student placement in appropriate level	Students can use the self evaluation checklists consistently to monitor their own progress	Bringing students as close to the B1 (Secondary 5) competency level
Bringing students as close to the B1 (Secondary 5) competency level by the end of the school year	Increase frequency of classes, semestering	Students will be able to express their knowledge and progress	Begin with the success rate of written competencies increasing by 5% .
Emphasis on grammar, conjugation and spelling	Collective teacher collaboration for exchanging ideas and assessing progress with curriculum  Continuing and varied evaluations; measuring progress in all competencies.  Cross level, collaborative projects; visit other French classes	Confident in presenting an oral in French to peers  Confidence in discussions in French  Maintaining their own portfolio	Begin with the success rate of oral competencies increasing by 5% .

# LOCAL SUCCESS TARGETS AND OBJECTIVES: Horizon High School



## Strategic Direction 1: Improving Achievement

## French Second Language Grade 11

<b>OBJECTIVE</b> (Specific, measurable, achievable, relevant, and timely)	<b>STRATEGIES</b> (Tools and ways we'll use to determine where we are, where we want to go and how we will try to get there)	<b>INDICATORS</b> (How will we know we have achieved? What should we see, what should we hear? Etc)	<b>TARGET</b> (Targets are benchmarks related directly to the indicators and strategies. What do we aim for and what is good enough for now)
Address the students' anxiety in regards to their performance in final exams in another language	Passeport: Echelle globale generale A1, A2, B1 student placement in appropriate level	Students can use the self evaluation checklists consistently to monitor their own progress	A 10% increase in our overall success rate for FSL 11
Students demonstrating success at B1 (Secondary 5) competency level by the end of the school year	Increase frequency of classes, semestering	Students will be able to express their knowledge and progress  Confident in written production	A 5% increase in our oral expression and comprehension in the final exam results
Emphasis on grammar, conjugation and spelling	Collective teacher collaboration for exchanging ideas and assessing progress with curriculum  Continuing and varied evaluations; measuring progress in all competencies.  Cross level, collaborative projects; visit other French classes	Confident in presenting an oral in French to peers  Confidence in discussions in French  Maintaining their own portfolio	A 10% increase in our success rate for written comprehension (reading) in the final exams  A 10% increase in our written production in the final exams

# LOCAL SUCCESS TARGETS AND OBJECTIVES: Horizon High School



## Strategic Direction 1: Improving Achievement

## ELA Grade 8

<b>OBJECTIVE</b> (Specific, measurable, achievable, relevant, and timely)	<b>STRATEGIES</b> (Tools and ways we'll use to determine where we are, where we want to go and how we will try to get there)	<b>INDICATORS</b> (How will we know we have achieved? What should we see, what should we hear? Etc)	<b>TARGET</b> (Targets are benchmarks related directly to the indicators and strategies. What do we aim for and what is good enough for now)
To fill in learning gaps so students are at level, or improved by one grade level at least (John Haddey)by June	Modular (starting with part, leading to whole)	Higher success rate less behaviour issues, success at the end of each module	Success rate up; aim for 70% of students able to write 500 words with clarity at the end of the year  Suspension and consequence rate down
Emphasis on grammar;	Use of progression of learning end of cycle objectives to determine benchmarks	Fluency and clarity in written expression  Able to sit in an exam situation and work through it	
Address the students' anxiety in regards to their performance in final exams	Create a checklist document where we can see if students reached their benchmarks	Benchmarks reached, Word count of 350 – 500 words for written articles.	At least 90% of students promoted to grade 9 or Projet 9

# LOCAL SUCCESS TARGETS AND OBJECTIVES: Horizon High School



## Strategic Direction 1: Improving Achievement

## ELA Grade 9

<b>OBJECTIVE</b> (Specific, measurable, achievable, relevant, and timely)	<b>STRATEGIES</b> (Tools and ways we'll use to determine where we are, where we want to go and how we will try to get there)	<b>INDICATORS</b> (How will we know we have achieved? What should we see, what should we hear? Etc)	<b>TARGET</b> (Targets are benchmarks related directly to the indicators and strategies. What do we aim for and what is good enough for now)
To fill in learning gaps so students are at level, or improved by one grade level at least (John Haddey)by June	Modular vision	Higher success rate less behaviour issues, success at the end of each module	Success rate up; aim for 85% of students able to write 600 words with clarity at the end of the year  Suspension and consequence rate down
Emphasis on grammar;	Use of progression of learning end of cycle objectives to determine benchmarks  Create a checklist document where we can see if students reached their benchmarks	Fluency and clarity in written expression  Benchmarks reached, Word count of 400-600 words for written articles	
Address the students' anxiety in regards to their performance in final exams	Evaluate effectiveness of the module by testing for progress at the end of each module	Able to sit in an exam situation and work through it Motivation toward school up Attendance regular	At least 90% of students promoted to grade 10 or Projet 10



# LOCAL SUCCESS TARGETS AND OBJECTIVES: Horizon High School



## Strategic Direction 1: Improving Achievement

## ELA Grade 9 Project

<b>OBJECTIVE</b> (Specific, measurable, achievable, relevant, and timely)	<b>STRATEGIES</b> (Tools and ways we'll use to determine where we are, where we want to go and how we will try to get there)	<b>INDICATORS</b> (How will we know we have achieved? What should we see, what should we hear? Etc)	<b>TARGET</b> (Targets are benchmarks related directly to the indicators and strategies. What do we aim for and what is good enough for now)
Filling in learning gaps for grade 10 or prepare for Voc. ed. training	Remedial support to bridge gaps Adapted curriculum; same content different approach;	Success rate up 300 – 600 word count for an article	Success rate up; (60% of students have increased by at least one grade level)
Quality of content appropriate to grade 9 level	Topics related to life skills; subject matter related to voc. Ed. ;	Fluency and clarity in written expression Able to sit in an exam situation and work through it Motivation toward school up Attendance regular	Entry into voc. Ed
Address the students' anxiety in regards to their performance in final exams	Chunking learning; slower pace Stress reduction techniques	Improved focus and attempts to perform tasks	Students able to write exams with minimal anxiety

# LOCAL SUCCESS TARGETS AND OBJECTIVES: Horizon High School



## Strategic Direction 1: Improving Achievement

## ELA Grade 10

<b>OBJECTIVE</b> (Specific, measurable, achievable, relevant, and timely)	<b>STRATEGIES</b> (Tools and ways we'll use to determine where we are, where we want to go and how we will try to get there)	<b>INDICATORS</b> (How will we know we have achieved? What should we see, what should we hear? Etc)	<b>TARGET</b> (Targets are benchmarks related directly to the indicators and strategies. What do we aim for and what is good enough for now)
To successfully complete grade 10 towards graduation or to qualify for voc. Ed.	Semestering so exams can be written in January and/or June	Benchmarks reached, Word count of 500-700 words for written articles	Increase in the number of students being successful/passing by 5% over the 5 year timeline of the Educational Project  60% of the students able to write a 500-700 word article with clarity and fluency
To have fluency in writing with clarity in content at the grade 10 level	Resource support; tech support; Direct teaching and practicing		

# LOCAL SUCCESS TARGETS AND OBJECTIVES: Horizon High School



## Strategic Direction 1: Improving Achievement

## ELA Grade 10 Project

<b>OBJECTIVE</b> (Specific, measurable, achievable, relevant, and timely)	<b>STRATEGIES</b> (Tools and ways we'll use to determine where we are, where we want to go and how we will try to get there)	<b>INDICATORS</b> (How will we know we have achieved? What should we see, what should we hear? Etc)	<b>TARGET</b> (Targets are benchmarks related directly to the indicators and strategies. What do we aim for and what is good enough for now)
Qualify student for voc. Ed.	Closed class; grouped together by ability; fewer assignments; assisted technologies	Increased attendance Growing autonomy with the work	Success rate up over the 5 year time line of the Educational Project
Life skills English	Adapted curriculum; job applications; leases	Writing the GDT	All students attempting the GDT will pass
	Prepare students to write the GDT		

# LOCAL SUCCESS TARGETS AND OBJECTIVES: Horizon High School



## Strategic Direction 1: Improving Achievement

## ELA Grade 11

<b>OBJECTIVE</b> (Specific, measurable, achievable, relevant, and timely)	<b>STRATEGIES</b> (Tools and ways we'll use to determine where we are, where we want to go and how we will try to get there)	<b>INDICATORS</b> (How will we know we have achieved? What should we see, what should we hear? Etc)	<b>TARGET</b> (Targets are benchmarks related directly to the indicators and strategies. What do we aim for and what is good enough for now)
Academic success leading to graduation	Semestering; to write exam in January and/or June	600-800 word article being attempted  Short story being attempted	Increase in success rate due to students following the semestered classes
Improved writing skills for clarity and fluency	Resource support ie: assisted technology, tech support, student support; direct teaching and practising		5% increase in exam results over the 5 year project timeline

# LOCAL SUCCESS TARGETS AND OBJECTIVES: Horizon High School



## Strategic Direction 2: Ensuring Wellness

<b>OBJECTIVE</b> (Specific, measurable, achievable, relevant, and timely)	<b>STRATEGIES</b> (Tools and ways we'll use to determine where we are, where we want to go and how we will try to get there)	<b>INDICATORS</b> (How will we know we have achieved? What should we see, what should we hear? Etc)	<b>TARGET</b> (Targets are benchmarks related directly to the indicators and strategies. What do we aim for and what is good enough for now)
Mental Health Awareness	Guidance counsellor; psychologist; staff training; staff mentoring; build relationships; teach coping strategies	Students using coping strategies; students seeking appropriate adult help	1 Workshop presentation per term for each grade level  Regular visits of and to the Nurse
Reducing Anxiety	TIPPS; NVCI	Less acting out behaviour; lowered incident reports; better attendance	TTFM report indicating improved practices for coping over the next 3-5 years

# LOCAL SUCCESS TARGETS AND OBJECTIVES: Horizon High School



## Strategic Direction 3: Strengthening Engagement

<b>OBJECTIVE</b> (Specific, measurable, achievable, relevant, and timely)	<b>STRATEGIES</b> (Tools and ways we'll use to determine where we are, where we want to go and how we will try to get there)	<b>INDICATORS</b> (How will we know we have achieved? What should we see, what should we hear? Etc)	<b>TARGET</b> (Targets are benchmarks related directly to the indicators and strategies. What do we aim for and what is good enough for now)
Work directly with each student to increase focus on tasks	Direct teaching Hands on kinesthetic style of teaching/learning Real life content	Students successfully working alone or in groups for a sustained time-frame with reduced teacher interaction	Increase our TTFM results for feeling a part of the school by 5% over the next 3-5 years.
Increase attendance, particularly in the senior years	Relationship building	Lowered out of school suspensions and behavioural reports. Less need for ISS	