

*A Blueprint for Success:
Our School Tells its Story
2009-2012
Secondary School Version*

School Name: John F. Kennedy High School

Principal: Mr. J. Marra

Governing Board Chair: Mr. G. Di Lazzaro

Submission Date: June 2009



Our Educational Project

Our Mission:

- ❖ John F. Kennedy's mission is to empower our students to meet the challenges of tomorrow. This can be achieved through creating a respectful, caring and inclusive environment. We strive to create an atmosphere where students are encouraged to refine the skills they possess as well as acquire new skills so that they may become lifelong learners in our global society.

Our Values:

John F. Kennedy believes in creating an environment that fosters:

- ❖ Respect for Self and Others
- ❖ Literacy Across all Domains
- ❖ Lifelong Learning

Our Vision:

John F. Kennedy staff and students are committed to continuous improvement and life-long learning. We envision John F. Kennedy to be a school which increases the possibility of our at risk students to enter Professional, Tech Voc or Pre-University CEGEP programs by emphasizing high academic standards for all our students. Furthermore, we wish to encourage participation in extracurricular activities, and instill a greater sense of respect and community.

'A shared vision is not an idea...it is rather, a force in people's hearts...at its simplest level, a shared vision is the answer to the question 'What do we want to create?' Peter Senge

Linking Our Mission, Values and Vision with our Analysis/Reflection of our Current Situation (showing the connections)

At John F. Kennedy we believe that through creating an environment that fosters respect for all, literacy in all the domains and instilling the desire to further their academic pursuits; our students can truly become productive citizens in our ever changing society. By developing these skills our hope is that it will provide our students with the opportunity to take ownership in the direction of their future.

Our School Portrait: How We See Our School

❑ Our territory: The area our school serves (inner city)

John F. Kennedy serves students that are mainly living in an area whose boundary consists of L'Acadie Blvd. to the West; Pie IX Blvd. to the East; Sauvé St. to the North and Notre Dame St. to the South.

Given the extended boundaries of our school, we serve a student population with mainly an inner city culture. Our students reflect the multicultural community our school proudly serves.

❑ Our history: (Our background both in facility and in community)

In the 60's and 70's John F. Kennedy served a clientele consisting mainly of students of Italian background. Since then our population has become much more diverse better reflecting the multicultural nature of today's Montreal. The school opened its doors in 1964. The building was then renovated in 1976. Our facilities include a swimming pool one gymnasium, an auxiliary gymnasium and a weight room. Many of our facilities including our pool and gymnasiums are used by the City of Montreal outside of school hours making J.F.K. a true community school. Our cafeteria is shared with the J.F.K. Business Center clientele which is housed on the eastern wing of the building since 1987.

Our school population: (who our students are)

Our student population mirrors the varied ethnic communities living within our boundaries. Our school serves an inner city clientele living in one of Montreal's lowest social economic zones. More than 20% of our students are considered 'at risk'. Our population's socio-economic status is varied, from families that receive government social assistance and students in foster or group care to lower middle and middle class.

Diagnosis: (What the information tells us about our school)

Areas in which we are doing well:

- The school is offering greater opportunities for academic by offering a core, a partial immersion and a special educational profile in our student timetable.
- The physical plant has been modified to meet the needs and expectations of the QEP - Science and POP (Personal Orientation Project) labs.
- Students are participating in more inter and intramural sports.
- School spirit is growing in the J.F.K. culture.
- Increased administrative presence in the school.
- Increased accessibility to computers and other media resources.
- Greater variety of extra-curricular activities.
- Developed guidance for teaching teams through domain coordinators.
- Improved communication to parents by both staff and administration (example: consistent use of agenda for parent – teacher exchange; J.F.K. Web Site) in order to ensure student success.
- Pyramid of intervention for at-risk students through
 - in-school tutorials
 - peer-tutoring
 - child-care workers
 - Student Supervisors
 - I.E.P.s

Areas in which we could do better:

- Advocating literacy across the board in order to improve future academic achievement in all subject domains.
- Finding ways to create a stronger collaborative partnership between the school and the parents of the students.
- Increase the number of students eligible for our advanced classes.
- More consistent discipline procedures among staff.
- Increase the availability and accessibility of technology

NANS helping to achieve our Orientations

The territory served by John F. Kennedy and the stated purpose of NANS fit perfectly. The funding received by NANS permits us to strengthen measures designed to have a positive impact on our students as well as implement programs and activities for their continued success. Student Supervisors and Sports Animators increase the number and variety of activities we can offer. Furthermore, the increased human resources allows for a better student / adult ratio that clearly allows us to better individualize student support. NANS funding allows us to subsidize field trips, plays and other extra curricular activities that contribute greatly to the student life and support the curriculum taught in the classrooms. Student success is further enhanced by being able to hire Math, History and Science tutors as well as language specialist to help our 'at risk' students towards their academic achievements. All of these benefits allow and encourage our students to be more actively engaged in school and school life. This, in turn, will help John F. Kennedy towards our three orientations and can only translate to greater academic and social success.

C. Our Proposal for Improvement: From Challenges to Action

Orientation 1: Fostering Respect for Self and Others.

Being respectful of all differences of opinions and beliefs is of the utmost importance. Individual life experiences result in varying points of view. With this understanding respect for self and others becomes the responsibility of all the stakeholders of J.F.K. Furthermore, with greater respect and understanding comes an environment that assures personal safety both physically and psychologically.

We wish to move from accountability to responsibility to enable students to take part in the democratic life of the classroom or the school and develop an attitude of openness to the world and respect for diversity. (QEP, page 42)

Goal: *Students demonstrate respect for themselves, others, their school community and the world they live in.*

Target: John F. Kennedy students will demonstrate respect for themselves, others, and their global environment by 2011.

Indicators of Success:

1. Increased student and parent involvement in school community.
2. Pride in environment and self.
3. Students take pride in their achievements as well as acknowledging their shortcomings.
4. Differences of opinion are respected.
5. Safety of person and belongings
6. Students and staff take an active role in the schools beautification and maintenance.
7. Student realization that every student has within them the power to overcome bullying.

Interventions:

1. Communicate expectations to students.
2. Celebrate diversity through socio-cultural events and community involvement.
3. Increase community partnership (example: speakers, workshops)
4. Merit / demerit system

“Never underestimate that a small group of thoughtful, committed people can change the world, indeed it’s the only thing that ever has.” Margaret Mead

Orientation 2: Literacy Across all Domains.

John F. Kennedy places great importance on teaching literacy skills in both official languages (English and French). This is evident through the opportunities our students have in our Core or Partial Immersion classes. However, in today's society it is clear that we rely heavily on technology as well as the power and influence of the media. In this light we feel literacy begins with the mastery of languages but the language of Math, Science, Computers and Media Technology become languages of communication in and of themselves.

Goal: *J.F.K. students to have functional proficiency across all domains*

Target: John F. Kennedy students will acquire and demonstrate a proficiency in both official languages, the language and syntax of Math and Science as well as Media Literacy and Technology by 2011.

Indicators of Success:

1. Increased recreational reading in both official languages
2. Continue to offer opportunities in our Core, Partial Immersion and Special Ed. programs
3. Modernize and increase access to technology and multi-media both inside and outside the classroom
4. Utilization of peer and professional tutors to support that of the classroom teacher

Interventions:

1. Introduction of recreational reading time
2. Investment in broadening our Library resources (including a teacher resource section)
3. Language Specialists and Subject Tutors
4. Investment in Multimedia technology
5. Expansion of literary resources for all classes

“Literacy arouses hopes, not only in society as a whole but also in the individual who is striving for fulfilment, happiness and personal benefit by learning how to read and write. Literacy... means far more than learning how to read and write... The aim is to transmit... knowledge and promote social participation.” UNESCO Institute for Education, Hamburg, Germany

Orientation 3: Lifelong Learning.

John F. Kennedy understands that the teaching of **How** should outweigh the **What**. By instilling the desire of lifelong learning our students can continue to experience learning in a variety of contexts...be it at home, at work or while participating in leisure activities. Furthermore, our students will be equipped with the tools required to learn in any endeavour they choose beyond our walls.

Goal: For J.F.K. students to achieve academic success that can be utilized towards their own goals

Target: Increasing the number of John F. Kennedy graduates continuing their education in Professional, Tech Voc or Pre-University CEGEP programs by 2011.

Indicators of Success:

1. Increased rate of J.F.K. H.S. graduates continuing to Post-Secondary endeavors
2. Decreased Drop-out rate

Interventions:

Extra-Curricular activities...Robotics, Business Project, Sports, Fieldtrips etc.

Sports Animators and Student Supervisors

*** It should be noted that all the above items and activities as well as the interventions for our first two orientations will all contribute towards instilling the desire for lifelong learning in our students.

By providing a caring and stable environment where our student can explore their interest in safety, we are creating the foundations for our students to build their own goals.

“While... The case for lifelong education rest ultimately upon the nature and the needs of human personality in such a way that no individual can rightly be regarded as outside its scope. The social reasons (i.e. democracy and responsibility) for fostering it are as powerful as the personal.”

Basil A. Yeaxlee

Our Professional Development Plan:

Professional Development

Professional Development continues to be a high priority at J.F.K., and has taken on a life of its own. Teachers are working with each other, mentoring each other, suggesting readings and books, as well as courses and workshops to one another. Teacher attendance to courses and workshops is on the rise. This year Administration is continuing to focus on implementation of the Q.E.P. and Differentiation in the Classroom.

Professional Development has been a reflection of individual as well as school wide needs. John F. Kennedy high school hopes to strengthen our professional development by encouraging more staff to participate and have them present to the rest of the staff. To suggest further topics in order to have the staff take ownership of the direction their development should take in order to better service our students

“Empowerment, recognition, satisfaction and success come only from being and active participant within a masterful group - a group of colleague” Roland Barth