

J.L. Ilsley High



WWW.JLIHS.EDNET.NS.CA

School and Community Context

J L Ilsley is a high school of approximately 825 students serving urban, suburban and rural areas of HRM Mainland South. We focus on addressing the diverse needs of our school's population by offering a varied course selection, including a number of locally-developed courses. In response to the needs of our school population, we have added Advanced Placement, Credit Recovery, French Immersion, Options and Opportunities, and Skilled Trades.

At J L Ilsley, in addition to numerous sports teams, there is an abundance of extracurricular activities which foster independent learning and community involvement.

Our students are actively involved in the development of school policies, school and classroom guidelines, and working with teachers to design assessment methods.

We have an active and involved School Advisory Council at J L Ilsley

High School.

Our school participates in a number of partnerships and initiatives. Our Arts Express program has been active in providing students with enhanced opportunities for learning in, and through, the arts. This program provides students with different ways of knowing and expressing learning. The focus is "Students First" by listening to the interests of young people, addressing the needs of marginalized youth groups, and getting the necessary outside funding. This allows for individual as well as collective experiences in appreciating and creating art.

We promote a community based on respect, responsibility, and success.



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Family and Community Involvement

Our school has a positive relationship with the community. We use mail-outs, newsletters, and a phone messenger service to provide parents with regular updates on what is happening within the school. Our webmaster continues to update the school website to reflect events occurring at J L Ilsley. Teachers voluntarily operate personal web pages to provide parents with information about student performance. J L Ilsley also benefits from the active role of our School Advisory Council.

Safe and Orderly Environment

Students and teachers agree that our system to support appropriate student behavior must continue to be a focus, and improvements have been noted by both staff and students. Seventy-nine percent of students report that they are treated with as much respect as other students. Eighty-six percent of students report that they treat every staff member with respect. Last year only 33% of students reported treating

staff members with respect. Seventy-four percent of our students tell us that they feel that they have at least one adult in the building that they can confide in when they need to talk (staff would like to see that statistic go up). Students report that the greatest interruption in their learning happens when friends are talking when they shouldn't be (52%), and when students are being disciplined (42%).

Provincial Assessment Results

Nova Scotia examinations (NSE) in Mathematics 12, Advanced Mathematics 12, English 12 and English/Communications 12 are designed and administered by the Nova Scotia Department of Education. These examinations are administered at the end of each semester in January and June. As with all provincial examinations, the pass mark is 50 percent. The examination counts as 30 percent of the students' final course mark. Classroom assessment makes up the other 70 percent. Please note that the percentages used throughout this report are rounded to the nearest whole number.

Assessment	School Results: Percentage of students who had an exam mark of 50% or above	Board Results: Percentage of students who had an exam mark of 50% or above	School Results: Percentage of students who had a course mark of 50% or above	Board Results: Percentage of students who had a course mark of 50% or above
Grade 12 DOE Nova Scotia Exam: Mathematics	40%	45%	81%	83%
Grade 12 DOE Nova Scotia Exam: Advanced Mathematics	67%	62%	96%	93%
Grade 12 DOE Nova Scotia Exam: English	93%	94%	93%	97%
Grade 12 DOE Nova Scotia Exam: English Communications	93%	88%	100%	95%

Advanced Placement (AP) Program	
Total enrollment in AP courses in our school	90
Percentage of students who wrote AP exams in our school	93%
Percentage of students who achieved a score of 3 or higher in AP exams in our school.	60%

Although the NSE results in mathematics are similar to the board average, we continue to work towards improving these results. Proper placement of students in courses and work on mastering basic math skills will continue to be the focus of our efforts. We are pleased with the English exam results and continue our focus on achieving our literacy goals.

This year J L Ilsley offered six different AP courses (Calculus, Chemistry, English, French, Music and Physics). We also piloted the AP Biology course which will be offered officially next year. While this is only our third year offering AP courses, student interest and accomplishments continue to grow.

Classroom Assessment

J L Ilsley High School is in the developmental stage of creating and implementing pre and post tests for English 10 students and Mathematics 10, 11 and 12 students. Currently, these are in the testing stage. Preliminary data is being collected this year and will be formally reported next year. Staff are including literacy skills in their subject areas, and written submissions are being collected and analyzed at the end of each semester. Staff are reporting which math skills they are including in their subject areas. These submissions are being collected and analyzed at the end of each semester. Teachers have adopted the Professional Learning Community (PLC) model of teacher development, in which they decide what to teach and to what standard. They then decide how work will be assessed, participate in common marking sessions, and reflect on the results. This process encourages teachers to improve their teaching practice and focus on specific students who might be having trouble. In our PLCs, we are currently working towards developing common assessments and these results will be collected at the end of each semester.



Student Engagement

Students tell us that they are enjoying their classes at J.L. Ilsley High School. Ninety-six percent of students report that they have opportunities to work with others, and 94% report learning by doing, not just by listening. Ninety-seven percent of students report that teachers expect them to do their best, and 94% of students say that the focus of their work is understanding rather than memorization. Ninety-one percent of students report that teachers use different methods of instruction. Students report high confidence levels in English (87%) and mathematics (79%). Ninety-two percent of students say teachers let them know how to improve their work.

Time to Learn

Students and staff share a common expectation that students should be engaged in learning while in class. To minimize interruptions, alternate ways of communication, including the School Messenger phone system, class bulletin boards, homerooms, timely mail-outs and the school website are used to provide ongoing updates. Daily announcements are restricted to less than five minutes, once a day, at a scheduled time. Staff and students identified that learning is interrupted by students talking with one another, as well as student discipline. When necessary, students who are removed from class are assigned to the Academic Support Room to continue their work.

Professional Development

All staff report that school-wide professional development supports the work we do in our school's Planning for Improvement (PFI) process. Staff are involved in data collection and analysis as it relates to PFI. The work of the Professional Learning Communities (PLC) has focused on common assessments, developing literacy and numeracy skills, and supporting appropriate student behaviour. Our professional development days, staff meetings, department meetings and leadership meetings provide teachers with opportunities to share with others. We continue to implement strategies that will allow for collaboration time amongst PLC members. Members of both the English and math departments are on the provincial examination marking teams. Teachers have actively participated in school-based technology in-servicing. Many staff are pursuing studies in areas of curriculum, and some staff represent us in both curriculum and professional associations, and in the Nova Scotia Teachers' Union.

Additional School Supports

J.L. Ilsley is a well-supported high school. We have the following support personnel:

- arts express coordinator
- community liaison officer
- credit recovery staff
- educational program assistants
- English as a Second Language teacher
- guidance counsellors
- literacy coach
- Learning Centre teacher
- library technician
- math coach
- resource teachers
- student support worker
- school psychologist
- severe learning disability teacher
- teen health centre coordinator

Departments offer extra help support and we provide an Academic Support Room for students seeking a quiet place to work. There are also a number of community partnerships through Arts Express Program.

Graduation Rates

School Year	Rate
2008-2009	88.3%

Destination after high school	Rate
Community College	21%
University	38%
Other education or training	12%
Join work force	14%
Unknown	16%

Planning for Improvement

Based on our self-assessment last year, our school identified a need to focus on numeracy and literacy across the curriculum. In addition, we continue to develop systems to support appropriate student behaviour. Changing teacher practice has been our primary focus. To assist staff, J L Ilesley has adopted a PLC model, which promotes collaboration among teachers. Target improvements included the development of common assessments, improved feedback to students, the development of more hands-on and group learning experiences, and consistent behavioural expectations in all classes. Last year, our students indicated to us that more informative feedback and higher expectations of behaviour would improve their classroom experience at J L Ilesley. When we look at student responses

in the 2008-2009 survey, we have made gains in these areas (refer to the Student Engagement section of this report.)

In response to a request from the School Advisory Council, J L Ilesley is committed to more frequently communicating with parents. This work is ongoing and we will continue to address this area to assure that we are meeting the needs of all community members.

For the upcoming year, we will continue our focus in the areas of literacy, numeracy, and improving student behaviour.

School Goals

Literacy Goal

Students will demonstrate improved achievement in literacy with a focus on writing.

English teachers will work together to create pre and post assessments for incoming Grade 10 English students.

Strategies:

- All subject teachers will incorporate writing activities in their courses.
- Teachers will work together to create common evaluations and assessments in all common courses.
- English teachers will provide recommendations for appropriate student placement.

Mathematics Numeracy Goal

Students will demonstrate improved achievement in the areas of number sense, fractions, decimals, radicals and algebra.

Strategies:

- Pre and post tests will be incorporated at all grade levels in mathematics in the areas of number sense, fractions,

decimals, radicals and algebra.

- Courses outside the mathematics discipline will provide reinforcement of mathematical concepts and calculations.
- Teachers will work together to create common evaluations and assessments in all common courses.
- Math teachers will provide recommendations for student placement.

Student Behaviour Goal

We will develop systems to support appropriate student behaviour.

Strategies:

- Teachers and administration will promote the Peaceful Living Code as the foundation for supporting positive student behaviour.
- Staff will invite the Safe Schools consultant to present on resources, professional development and strategies to support pro-social student behaviour.
- Staff will create and display signage for all classrooms depicting expectations of student

behaviour.

- Staff and students will develop clear and consistent practices in relation to cell phone use, food in classrooms and late arrivals.
- Teachers will adopt the practices of active supervision including greeting students at the classroom doorways and positively engaging students in all settings.
- Teachers will adopt the practice of having focused activities at the very beginning of each class.
- Teachers will adopt the practice of having closing procedures at the end of each class.



Every Student Can Learn. Every School Will Improve.

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