



Educational project

HSB – 2024-2027

HSB context

- Howard S. Billings High School is located on traditional Kanien'keha:ka territory, where the people of the place of flint live. We acknowledge that we are cohabitants and share stewardship of this land. The pursuit of our reconciliation with our first peoples identifies and valorizes the traditional knowledge of this territory.
- Situated in Chateauguay, Howard S. Billings serves students and their families in the towns of Chateauguay, Mercier, Léry, Beauhamois and Kahnawake. Opening in 1968, the school welcomed students from the absorbed Maplewood High School under the Chateauguay Protestant School Board. In 1998, the school experienced a change in management under the newly formed New Frontiers School Board, created under the act establishing linguistic school boards.
- Howard S. Billings has a school staff of approximately 100 comprised of roughly teachers, student support personnel, custodians, administrative support staff, and school administrators. Approximately 26 % of our student population receive special accommodations including supplemental academic, behavioral, physical or emotional support. We have an average annual graduation rate of 89 % over the past five years.
- Howard S. Billings is also a Community Learning Center school. Established in 2008-2009, the New Frontiers School Board, through the Quebec-Canada Entente, started the CLC project. Currently the project is being supervised by LEARN Quebec. HSB has been a community hub over the past decade, participating in events and activities that would implicate the school, its students, and families, in projects and activities that are meant to positively impact student learning and the community at large. Literacy and reading projects with neighboring elementary schools, community food drives and participation in events that bring the community into the school.
- Howard S. Billings High School is an inclusive school focusing on the integration of students with special needs into our mainstream classes. We are a multi-ethnic school with students and staff from diverse backgrounds, which add to the multi-cultural atmosphere. While 61% of our student body identifies as Caucasian, our student population is also made up of approximately
 - 25% who identify as Indigenous, approximately 12% who identify as Black and approximately another 2% that identify as other.

HSB context

- Servicing a population of approximately 875 students, Howard S. Billings provides a variety of academic programs apart from those mandated by the Ministry of Education. The Work Oriented Training Path (WOTP) is a program which focuses on work training and various soft skills enabling students to transition into the work force or pursue studies in Adult and Vocational Education. Our Learning Centres provide academic and social support for students with significant special needs which makes integration into mainstream programming challenging. The Directions Alternative Program provides an academic and social setting for senior school students who are identified as being academically at-risk. The goal of this program is to help students achieve academic success in a more structured social environment.
- Our specialized programs include The International Baccalaureate Middle Years Programme (IBO MYP), and HIVE. IBO is an internationally recognized programme focusing on academic excellence and global and social awareness. The HIVE follows the NEXT school model and allows us to work with McGill in order to offer grade 7-8 students a FLEX period per day to increase student engagement.
- Our goal at Howard S. Billings is to work with all our stakeholders to strengthen our commitment to academic engagement, positive relationships and lifelong learners. We are committed to professional learning communities and collaborative professional development of staff. Our driving focus is student engagement and positive relationships. Working together, we can and will achieve success for each and every student.
- We will ignite the drive for students to learn and provide the means for students to succeed.

Mission

- At Howard S Billings, we are committed to providing a supportive and inclusive learning environment where every student is valued and empowered to reach their full potential. Through academics, innovative programs, extra curricular activities and a focus on student engagement, students' sense of belonging and community as well as graduation and certification success, we strive to prepare our students to become responsible global citizens who are equipped to succeed in an ever-changing world. We also pride ourselves on fostering a deep appreciation and understanding of the local indigenous culture and to integrate their values to support all students. Our mission is to foster a community of lifelong learners who embrace diversity, demonstrate integrity, and strive for excellence in all aspects of their lives.



Three goals

Increase graduation and certification rates:

Increase grade 11 success rates (87% to 90%)

Increase grade 11 success rates for students with IEPs (62% to 70%)

Increase IB certification rates (TBD based on cohort completion and IB certification 2024)

Increase WOTP certification rates (Pre-Work 100% to maintain – Semi-skilled 64% to 75%)

Increase history (47% to 60%), science (86% to 90%), math (70% to 75%) grade 10 results

Increase ELA and FLS grade 11 results – 77% to 82% and 74% to 80%

Increase literacy levels

Increase grade results – TBD based on levels November 2024

Increase ELA reading results – 75% to 80%

Increase FLS reading and interaction results – 67% to 72% and 80% to 85%

Increase student engagement

Reduce absences, lates – Based on 2024 stats

Increase participation in all ECAs – 51% in sports (maintain) & 20% to 30% for other clubs

Increase the positive sense of belonging – 59% to 70%

Increase
graduation
and
certification
rates



Develop cross-curricular
literacy and transfer of
knowledge



Promote trades



Develop a framework to
support students with special
needs outside of the Pathways

Increase literacy levels

- Develop a resource model to support more students
- Identify literacy difficulty at earlier levels and use targeted resources
- Use framework for differentiation
- Use alternative models (Bridge classes)



Increase student engagement



- Involve/support parents
- Review of PASS and how it supports students
- Offer more clubs, sports, etc to appeal to ALL (we already have so many!!!)
- Celebrate ALL successes on FB: make it part of our culture to take pictures and share for all to celebrate!
- Make sure students are aware of all the supports they have in the school.

Group	Date	Format	Notes
Teaching Staff	February 7, March 13, March 19	Working session as well as Forms sent via email and school council	<ol style="list-style-type: none"> 1. In heterogenous groups, teachers expressed what they thought our goals and strategies could be as a staff. 2. After everything was collated from the first session, the objectives were presented with the mission as well as the strategies linked to each objective. We then looked deeper into strategies and what staff felt they needed (professional development, time, wish list, etc) to reach these goals and apply the strategies. 3. School council meeting
Support Staff & Professionals	February 7, March 13, 2024	Support staff were invited to the staff meeting to discuss as a whole team.	
Students	Fall 2023	Our School Survey	
Parents	February 2024	Form shared with them, Governing board members	The form asked about our mission, vision and challenges. A Power Point was presented at Governing board to share the mission, goals and strategies.
Community Representatives	February	A link to a consultation form was posted on our FB page.	
The School Board			