

Name of School: LaurenHill Academy

Name of Principal: Donna Manos

Date: November 29th, 2017



Introduction

Bill 88 has changed the Education Act so that the Minister can set goals and targets to increase student success in the province. Individual school boards are expected to reflect these goals in their strategic plans and similarly each school/centre is expected to align its Success Plan with the board's strategic plan. In addition, boards sign a Partnership Agreement (PA) with the Minister which describes their contribution to meeting the Minister's Goals. Similarly each school/centre signs a yearly Management and Educational Success Agreement (MESA) with its board, which describes its contribution to the achievement of the board's strategic plan.

Currently the Minister has identified five goals which can be summarised as follows:

1. a) Increased graduation and qualification rates for students under the age of 20
b) Reduction in the number of leavers without qualification or certification (drop outs)
2. Improvement in the mastery of the French Language (and English Language*)
3. Improved success for special needs students
4. Healthier and safer school environments
5. Increased enrollment of students under the age of 20 in vocational education
* chosen by English boards in the province

Our Objectives and Results

Progress Rating Scale	
	Target on track to being achieved or is achieved
	Target not on track to being achieved – certain factors can explain the result and more time is needed
	Target not a on track to being achieved – need to modify strategies or target

In aligning our Success Plan with the EMSB Strategic Plan we have set the following Objectives and Targets in our MESA and have achieved these results as of June 30, 2017:

Goal 1: Increased graduation and qualification rates for students under the age of 20			School Results				
Objective Statements		Baseline 2014-2015	Target 2018	2015-2016	2016-2017	2017-2018	Current Year Progress Rating
1.1	To increase the graduation and qualification rate for Secondary 5 students registered on Sept 30	95.6%	Maintain above 90%	92.2%	95.4%		
1.2	To increase the success rate of students on Secondary 4 Mathematics (CS&T)	70.6%	85%	75.7%	87.9%		
1.3	To increase the success rate of students on Secondary 4 Mathematics (SN)	96.2%	Maintain above 90%	96.1%	89%		
1.4	To increase the success rate of students on the Secondary 4 History and Citizenship	52.8%	2017 75%	75.8%	59.6%		
1.5	To increase the success rate of students on the Secondary 4 Histoire-éducation citoyenneté	84.8%	Maintain above 90%	89.4%	91.9%		
1.6	To increase the success rate of students on the Secondary 4 History and Citizenship (New Program)		Maintain above 80%		85.5%		
1.7	To increase the success rate of students on the Secondary 4 Histoire-éducation citoyenneté (New Program)		Maintain above 80%		94.7%		

Goal 2: Improvement in the mastery of the French Language and English Language (Reading & Writing)			School Results				
Objective Statements		Baseline 2014-2015	Target 2018	2015-2016	2016-2017	2017-2018	Current Year Progress Rating
2.1	To increase the success rate of students on the *FLS (de base) Secondary 5 reading component	95.5%	85%	73%	93.9%		
2.2	To increase the success rate of students on the *FLS (de base) Secondary 5 writing component	80.1%	Maintain above 85%	89.4%	87.9%		
2.3	To increase the success rate of students on the *FLS (enrichi) Secondary 5 reading component	64.1%	90%	75.7%	94.5%		
2.4	To increase the success rate of students on the *FLS (enrichi) Secondary 5 writing component	76.5%	90%	79.7%	82.2%		



2.5	To increase the success rate of students on the **FLE Secondary 5 reading component	96.6%	70%	73.3%	85.7%		
2.6	To increase the success rate of students on the **FLE Secondary 5 writing component	36.7%	Maintain above 70%	51.7%	61.9%		
2.7	To increase the success rate of students on the ***FLM Secondary 5 reading component	100%	Maintain above 90%	93%	NA		
2.8	To increase the success rate of students on the ***FLM Secondary 5 writing component	98.8%	Maintain above 90%	97%	NA		
2.9	To increase the success rate of students on the ****ELA Secondary 5 reading component	100%	Maintain above 95%	93%	96.6%		
2.10	To increase the success rate of students on the ****ELA Secondary 5 writing component	98.8%	Maintain above 95%	97.3%	99.6%		
<p>* FLS: Français, langue seconde (de base or enrichi) **FLE : Français, langue d'enseignement ***FLM : Français, langue maternelle ****ELA: English Language Arts</p>							

Goal 3: Improved success for special needs students			School Results			
Objective Statements	Baseline 2014-2015	Target 2018	2015-2016	2016-2017	2017 - 2018	Current Year Progress Rating
3.1 To increase the ratio of Secondary 5 special needs students registered on Sept. 30th who *graduate	49/53 (94.5%)	85%	49/57 (86%)	34/36 (94.4%)		
<p>*graduate: Students who receive a <i>Diplôme d'études secondaire</i> (DES) **qualification: Students who receive a training certificate (i.e. <i>Pre-work Training Certificate</i> (PWTC) or a <i>Training Certificate for Semi-skilled Trade</i> (TCST)</p>						

Goal 4: Healthier and safer school environments			School Results			
Objective Statements	Baseline 2014-2015	Target 2018	2015-2016	2016-2017	2017 - 2018	Current Year Progress Rating
4.1 To decrease the rate of students who reported victimization resulting from bullying	25.2%SR 28.3%JR	10%	34.7%SR 33.1%JR	33.7%SR 41.9%JR		
4.2 To increase the rate of students who report feeling safe attending school	73%SR 77%JR	85%	71%SR 71%JR	60% SR 63%JR		

Objective Statements		2015-2016	2016-2017	2017-2018	Current Year Progress Rating (Implementation of Strategies)
5.1	To increase awareness of vocational education as a viable pathway to success	4%	6%	6.25% 15/240	

What we have learned and where do we go from here?

Goal 1

- *Our graduation rate continues to be above 90.0%.*
- *In Mathematics CST (414), the success rate increased from 75.7% to 87.9%. In Mathematics SN (426), the success rate decreased from 96.1% to 89%. Based on an item analysis of June Exams conducted by the EMSB, Lauren Hill is 3rd in the board for Sec 4 and Sec 5 Math and doing well overall. A concern is with our results for Sec 3 Math, which is not reported in the MESA. The math department will focus on collaborative work and practice exam questions as well as formative assessments in Sec 3. The department will continue to use Math Help Services for a second year and give students access to online video lessons. A new remediation program will be developed, identifying students at risk and placing them into intense remediation groups.*
- *In History of Quebec and Canada (424), the success rate baseline was established in the 2016-2017 school year. The French immersion groups' success rate was 94.7% and that of the core groups' was of 85.5%. Our history teachers piloted the secondary 4 course in this year and hence received first hand training from the MEES. Pilot teachers along with those of LBPSB and Western Quebec created a common midyear exam and the Ministry provided a supplemental exam in June. There are many things which could explain the considerable increase in the success rate. Among them, there was significant re-organization of the historical content in a more pedagogically sound manner. Also, it is worth noting that the value of the final exam was not 50% but rather left to the individual school board and school to be determined. The improvement is not only attributed to this, teachers exposed the students to intellectual operations very early on in secondary 3 so that by the time they got to their final ministry exam in secondary 4, they were well prepared. For the coming year, our target will be to maintain an 80% success rate.*

Goal 2:

- *French Second Language Secondary 5 is a compulsory course for graduation. The success in this course has a direct impact on the graduation rate. We are focussing on two components of the course: Reading (520) and Writing (530). The results for Reading have increased from 73% to 93.9% and for writing, the results slightly decreased from 89.4% to 87.9%. The teachers attribute the positive results partly, to the new format of the reading exam which benefits our students.*



- *FSL Teachers have expressed a desire to develop an in house resource across Junior and Senior campus at the correct level which would be similar to “La Pépinière des mots”, which will also used at LaurenHill for other levels of French. In addition, Sec 4 teachers will focus on exam style formats for their in class tests and evaluations, to help prepare students for the Sec 5 exams.*
- *FLS (enrichi) noted an increase in results from 75.7% to 94.5% in reading as well as 79.7% to 82.2% in writing. The ministry recently modified the style of the final exam in reading, which may be one of the factors reflecting the increase.*
- *FLS (enrichi) teachers will focus on increasing student vocabulary, not only in understanding but in use of words when speaking. The department will be using La Pépinière de mots, a vocabulary resource developed by the French Consulatant, Marlène Boudreault of the EMSB.*
- *FLE results increased in reading from 73.3% to 85.7% and in writing from 51.7% to 61.9%. Results have significantly increased, specifically in writing, when compared to the baseline. The department has expressed a need for a more detailed process to enter the program in Sec 1; either an entrance test or a list of skills required to be mastered prior to entering this particular level of French instruction.*
- *FLE is a course with a high level of expectation. The course is the same level of French that is offered within French High schools. Students are held to the same standard of evaluation which is strict, yet allows students to continue to push themselves to true mastery of the French language.*
- *In ELA writing and reading component, the success rate is consistently above 90.0%. New challenges include the growing number of international students and the increase of resource students. The department will focus on ‘best teaching practices’ to ensure success for students with an additional goal of increasing the number of student achieving competency as defined by the Ministry.*

Goal 3:

- *Given that we are dealing with small number of students, reporting by percentages is misleading. A small change in the number of students who are or are not successful can have a large effect on the percentage. We chose to report on a ratio as a consequence. The success rate of students with special needs who obtained a high leaving diploma (D.E.S) increased from 49/57 (86%) to 34/36 (94.4%) The support given to our special needs students has had an impact on their success.*
- *The resource department attributes these positive results to communication with parents and strong relationships with our students. LaurenHill commits one full time teacher to each grade level for Resource. This leads to a cohesive team that the students can easily approach and have a set contact person. The emotional welfare of the students under the care of the Resource department is one of the foremost priorities and directly affects the students’ learning.*
- *Future initiatives focused on continued success, include: introduction of Universal Design of Learning for all students, Accessible Reading project (headed by Resource and English Departments), regular PPT meetings to discuss ‘at risk’ students with a team of Resource teachers, guidance counsellors, teaching staff and Administration.*

Goal 4:

- *While we established a school climate portrait, our strategies did not produce the expected changes in the areas of bullying and sentiments of school safety. When we look deeper into how the data is reported, it is apparent that the numbers seem skewed for a specific reason.*
- *Although 33.7% of students at Senior have reported victimization resulting from bullying, it should be noted, of those students 45% have reported that the bullying occurs after school hours. Taking this into account, it would lead us to predict that in fact, 18.5% of students at Senior report victimization resulting from bullying during the school day.*
- *Although 41.9% of students at Junior have reported victimization resulting from bullying, it should be noted, of those students 47% have reported that the bullying occurs after school hours. Taking this into account, it would lead us to predict that in fact, 22% of students at Senior report victimization resulting from bullying during the school day.*
- *The decrease of students reporting feeling safe at school, 63% at Junior and 60% at Senior can partially be explained by a conflict situation that occurred last year with a neighboring high school.*
- *In order to address these concerns the following initiatives will be supported: introduction of our GSA club organized by the Guidance department and Spiritual Animator, Workshops on bystanders, cyberbullying and safety by our socio-community police officer, extra staff supervision during lunch hour and afterschool, in-school suspension program, alternative to suspension program with the YMCA which provides intensive 3-5 day workshops, and the development of anonymous bullying report system.*

Goal 5:

- *Although this does not seem to be a reality for our student population; we do ensure that our students have the proper access to information when it comes to vocational education and pathways. Our Secondary 5 students attend the EMSB career fair every year in the fall while our Secondary 4 students attend the EMSB Career Expo. These two opportunities allow our students to see firsthand, some of the opportunities available to them in lieu of a Cegep pathway. In addition, our guidance team visits the classrooms regularly to discuss Cegep, University and Vocational education. Students are also offered the option to participate in ‘student for a day’, a program coordinated by our guidance team which allows a student to attend a Vocational center for a day and shadow a student in their field of interest in order to get a first hand glance.*

Signature, Principal	Date
Signature, Governing Board Chair	Date
Signature, Regional Director	Date
Signature, Director General	Date