



**Annual Report
Management and Educational Success Agreement
2013-2014**

School Name: LaurenHill Academy	
Division: 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/>	
School Principal: Mr. Claude Dansereau	

Performance Grid

The performance grid below is used to self-evaluate your current situation with regards to the attainment of your MESA objectives. The self-evaluation is done with respect to the following scales:

SATISFACTORY: The results obtained are in line or closely in line with the target. The target has been attained or maintained. “Satisfactory” means that a school may have reached their target, but are still looking to improve their results.

MONITORED: The results obtained are slightly below the target. However, certain factors can explain the gap between the target and the results. “Monitored” can also mean that results are currently unavailable and that a school is tracking its results.

CRITICAL: The results obtained are drastically below the target and may require adjustments to the strategy in order to progress towards meeting the target.

MELS/EMSB GOALS:

- Increase the percentage of students who obtain certification and qualification before the age of 20
- Improve the Mastery of French and English (Reading and Writing)
- Improve student retention and success of certain target groups, particularly students with handicaps, social maladjustments or learning disabilities
- Promote a healthy and safe environment through violence prevention
- Increase the number of students under the age of 20 in Vocational Training

MELS/EMSB GOALS AND SCHOOL OBJECTIVES

MELS Goal 1: Increase the percentage of students who obtain certification and qualification before the age of 20		
Considering the target set by EMSB on the percentage of students who obtain certification and qualification before the age of 20 by 2014, as well as the target set in your MESA, how do you evaluate your current situation?		
School Objective 1: Maintain the rate of LHA students who graduate obtaining and qualifying after 7 years.		
Baseline Year: 2010-2011	Current Year: 2013-2014	Target Year: 2013-2014
1a) Baseline: 88% (Starting Point)	Result: 90.0% (7th year)	Target 1: 88% To be obtained by the end of MESA Agreement
Evaluation of Objective 1: <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Monitored <input type="checkbox"/> Critical		
Comments: ➤ Statistics were taken from Lumix.		
In 2013-2014 the graduation rate for the 2006-2007 cohort was 88.9%. At that time, the LaurenHill graduation and qualification target rate of 88% set for 2014 had been exceeded. The graduation rate for this cohort has now increased to 90%. The graduation and qualification goal requires no changes in the strategic areas. Because of this, the objectives, targets and strategies identified are appropriately designed to maintain student success and retention at LaurenHill.		
Strategies which have been demonstrated to be successful to promote student success and will be continued, include the following:		
<ul style="list-style-type: none"> ➤ Peer tutoring ➤ Accommodations according to the IEP (Readers, Scribes, extra time, etc...) ➤ Adapted math programs with smaller class sizes to even out the teacher-student ratio in secondary 1 to 3. ➤ Identify specific coded/high risk students, who have completed the Sec. III CST math stream and provide them the opportunity to successfully complete the required Sec IV CST math stream over 2 years. 		
OVERALL EVALUATION OF GOAL 1:		
Global evaluation of Goal 1: <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Monitored <input type="checkbox"/> Critical		
Were the strategies listed in your MESA for attaining the objectives implemented as planned?		
Yes <input type="checkbox"/> No <input type="checkbox"/> (explain) Partially <input checked="" type="checkbox"/> (explain)		
Comment : The one strategy not implemented was:		
<ul style="list-style-type: none"> ➤ Study skills program was not developed. Study skills are now taught in ERC class specifically. All subject teachers are asked to teach proper study skills. Students who struggle are also met with and have plans individually structured. ➤ A Google Doc has been created so we can keep track of our students who leave the province. When a student leaves LHA, we will be able to keep accurate track of each cohort. We have started following closely with the 2012-2013 cohort. ➤ We have created a Leadership group which consists of students who are at risk as well as high achieving students. ➤ «My Success Plan» has been developed: students who have been identified as failing 2 out of 3 core subjects and or having a lower than 60% overall average are met with by an administrator and then followed for the rest of the year by a behaviour technician to help teach study skills required to be successful in school. 		

If necessary, list objectives and/or strategies to be: (1) modified (2) discontinued and/or (3) added.

New strategies put in place this year to promote student success include the following:

- Develop individual literacy programs to care for students in our Allongé program, adapted program, and students in the regular core program.
- Classroom visits from the Montreal Hooked on School- Drop out Prevention.

MELS Goal 2: Improve the Mastery of French (Reading and Writing)

Considering the objective set by EMSB, which is in line with the MELS goal to improve the mastery of French, as well as the target set in your MESA, how do you evaluate your current situation?

School Objective 1: To increase the mean final results of French Langue de base on the end of cycle 2 evaluation tool (634-520)

Baseline Year: 2010-2011	Current Year: 2013-2014	Target Year: 2013-2014
Baseline: 70% (Starting Point)	Result: 73.5%	Target 1: 74% To be obtained by the end of MESA Agreement

Evaluation of Objective 1: Satisfactory Monitored Critical
 Statistics taken from SOT who took MELS result on graduating class of 2013-2014.

Comment: The objective identified in Goal 2 is to increase the mean final results of Secondary V students in the reading component of French Langue de base (634-520) Uniform June examination. The baseline established in 2011 for Secondary V students was 70%. In 2012, this number increased by 3% to 73.4% and to 82.3% in 2013. We saw a drop to 73.5% This significant increase indicates that the strategies put into place were successful and will be maintained:

- Continuing to identify, purchase and train (when needed) on new technologies which support language learning in French.
- Continuing the purchase of French text based tools, books & media for development of in-class libraries to encourage reading & literacy for pleasure.
- Continuing the introduction and teaching of History & Geography classes, in grades 7 & 8, in the French language.

OVERALL EVALUATION OF GOAL 2:

Global evaluation of Goal 2: Satisfactory Monitored Critical

Were the strategies listed in your MESA for attaining the objectives implemented as planned?

Yes No (explain) Partially (explain)

Comment: The turnover of French teachers on both campuses has had a significant effect on our student results even though we have remained within our target. This is something we will continue to pay close attention to.

If necessary, list objectives and/or strategies to be: (1) modified (2) discontinued and/or (3) added.

- We are placing an emphasis on developing activities that can be done in French within class time and extra-curricular time to help increase student interest in speaking in French. Examples: skype sessions with French schools, using Culture in schools funds to pay for activities done in French.

MELS Goal 2 : Improve the Mastery of English (Reading and Writing)

Considering the objective set by EMSB, which is in line with the MELS goal to improve the mastery of English, as well as the target set in your MESA, how do you evaluate your current situation?

School Objective 1: To maintain English reading and writing skills among LHA Sec. V students (612-536).

Baseline Year: 2010-2011	Current Year: 2013-2014	Target Year: 2013-2014
Baseline:95% (Starting Point)	Result: 98%	Target 1: 95% To be obtained by the end of MESA Agreement

Evaluation of Objective 1: Satisfactory Monitored Critical
 Statistics taken from SOT who took MELS result on graduating class of 2013-2014.

Comment: The percentage of Secondary V students who attained 60% or greater on the English Language Arts Competency 2 tasks increased by 2.6% between 2011and 2012. In 2011, 95% of the students achieved 60% or greater while in 2012, 97.6% attained 60% or greater. In 2013, we saw another increase of 2% thus 99.6% of the students attained 60% or greater. This significant increase in student success over the past two years indicates that the strategies put into place were successful and will be maintained:

- Continuing to identify, purchase and train (when needed) on new technologies which support language learning in English.
- Continuing the purchase of English text based tools, books & media for development of in-class libraries to encourage reading & literacy for pleasure.
- Standardization session at LaurenHill prior to marking the common evaluation is identified as a reason for the increase in students attaining a passing grade in English Language Arts at the Secondary 5 level.

OVERALL EVALUATION OF GOAL 2:

Global evaluation of Goal 2: Satisfactory Monitored Critical

Were the strategies listed in your MESA for attaining the objectives implemented as planned?

Yes No (explain) Partially (explain)

Comment: AP programs have been removed.

If necessary, list objectives and/or strategies to be: (1) modified (2) discontinued and/or (3) added.

- A writing sample will be written by students during CTBS tests so that teachers can evaluate each student’s level and have them places in the proper level right as the year starts.

MELS Goal 3: Improve student retention and success of certain target groups,

particularly students with handicaps, social maladjustments or learning disabilities

Considering the target set by EMSB on the percentage of students with handicaps, social maladjustments or learning disabilities who obtain certification and qualification by 2014, as well as the target set in your MESA, how do you evaluate your current situation?

School Objective 1: To increase the number of students with IEP's identified as high risk and or having a learning-behavioural difficulty, that successfully complete 2/3 sec. IV core subjects (English, French, Math).

Baseline Year: 2010-2011	Current Year: 2013-2014	Target Year: 2013-2014
Baseline: 81% (Starting Point)	Result: 92.7% Cat 1: 93% Cat 2: 100%	Target 1: 85% To be obtained by the end of MESA Agreement

Evaluation of Objective 1: Satisfactory Monitored Critical
 Statistics taken from SOT who took MELS result of the 2013-2014 graduating class.

It is important to note that the type of handicap will impact success rates. Given that students with moderate to severe intellectual impairments often do not experience academic success as defined by MELS (DES), and given the number of students under this umbrella entering LaurenHill as of 2013-2014 we have separated the students into two categories. Category 1 will include the students "At-Risk" specifically students designated by English Montreal School Board's internal code 02 and 12. Category 2 will include the students identified by the MELS with one of the following designations: code 14, 24, 33, 34, 42, 44, 50 or 53.

Comment: The 2013-2014 results of students At-Risk who successful completed 2 of the 3 Secondary IV core subjects (English, French, Math) was 92.7% which is significantly higher in comparison to the 81% in 2010-2011.

We have surpassed our objective. This significant increase indicates that the strategies put into place were successful and will be maintained:

- Aid in the increase of student literacy by the targeting of relevant, effective and timely professional development tools for our teachers (workshops, speakers, etc.).
- Proper placement of our students, with IEP's, in the various levels of Math and Science.
- Accommodations & supports provided to students for evaluation purposes.
- Introduction of adapted Math, English & French programs from grades 7-9
- Additional support to assist students with homework, test prep & projects.
- Literacy Program (Junior Campus)
- Advanced 5 Approach to teaching ELA (Junior Campus)
- PPT Meetings (Senior Campus)
- Personal Success Plan (Junior Campus)
- PLC approach to Resource Department Meetings during Wednesday mornings (common time)
- Social Skills Programs for Special Needs students, struggling with isolation, communication and integration situations/issues.
- Transition Program for Resource/Special Needs students moving from Elementary to LHA Junior Campus and from LHA Junior Campus to Senior.
- Orientation Sessions for the Parents of Special Needs children at the Sec I and Sec III levels.
- Introduction and use of adaptive technology.
- Creation, implementation and follow up of IEP information in classrooms.

OVERALL EVALUATION OF GOAL 3:

Global evaluation of Goal 3: Satisfactory Monitored Critical

Were the strategies listed in your MESA for attaining the objectives implemented as planned?

Yes No (explain) Partially (explain)

Comment: It is important, due to the number of coded students entering LaurenHill that we

examine each student's code separately to gain a more accurate portrait of success rates for students with varying handicaps.

If necessary, list objectives and/or strategies to be: (1) modified (2) discontinued and/or (3) added.

New strategies put in place this year to promote student success include the following:

- Implementation of a literacy program on Junior Campus to provide early intervention for students who enter the school unable to read at level.

MELS Goal 4: To promote a healthy and safe environment through violence prevention

Considering the targets set by EMSB, by 2014, to reduce the percentage of elementary and high school students who are victims of bullying and to increase students' sentiment of school safety, as well as the target set in your MESA, how do you evaluate your current situation?

School Objective 1: To decrease the percentage of students that use marijuana occasionally or once a day.

Baseline Year: 2010-2011	Current Year: 2013-2014	Target Year: 2013-2014
Baseline: 7% (Starting Point)	Result: 8% Jr: 4% Sr: 10%	Target 1: 5% To be obtained by the end of MESA Agreement

Evaluation of Objective 1: Satisfactory Monitored Critical
 Statistics taken from the TTFM survey which was conducted with 2014-2015 students form grade 7, 9, & 11.

Comment: Last year it was suggested that perhaps the secondary 5 students had many users as the percentage of uses was 14% and that was a significant increase. I believe these results support that claim. We are happy with the significant drop, however we still have to continue with the message not only with our junior students but throughout the entire school.

Strategies which were implemented to promote student awareness in the use of marijuana and will continue:

- Maison Jean Lapointe for Sec. 1
- Tolerance Caravan Sec 1
- CHABBAD Lifeline for Sec 2
- MADD speaker for Sec. 5
- Fosters Program established at Senior Campus
- Police intervention (punitive and preventative)
- Hiring of student monitor

School Objective 2: To decrease the number of occurrences of physical or psychological violence.

(3) added.

- Big Brothers/Big Sisters cancelled. In school program no longer exists.
- A drug counsellor was not hired.

MELS Goal 5: To increase the number of students under the age of 20 in vocational training

Considering the target set by EMSB on the percentage of students who obtain certification and qualification in vocational training before the age of 20 by 2014, as well as the target set in your MESA, how do you evaluate your current situation?

School Objective 1: To increase the number of LHA students who consider Vocational Schools-Training as a serious option.

Baseline Year: 2010-2011	Current Year: 2012-2013	Target Year: 2013-2014
Baseline: 23% (Starting Point)	Result: 24%	Target 1: 25% To be obtained by the end of MESA Agreement

Evaluation of Objective 1: Satisfactory Monitored Critical
Statistics taken from the TTFM survey which was conducted with 2014-2015 students form grade 7, 9, &11.

Comment: According to the TTFM 24% of students planned to pursue a trade or apprenticeship program, this is a 1% increase from the baseline collected in 2011.

School Objective 2: To increase the number of LHA students who enrol in Vocational Programs.

Baseline Year: 2012-2013	Current Year: 2013-2014	Target Year: 2013-2014
Baseline: 2.3% (Starting Point)	Result:	Target 2: 3.3% To be obtained by the end of MESA Agreement

Evaluation of Objective 2: Satisfactory Monitored Critical

Comment: After discussing with the support team at the board level, it was made clear to me that at this point we cannot accurately attain this statistic. Therefore, Objective 2 is being removed from our MESA plan.

OVERALL EVALUATION OF GOAL 5:

Global evaluation of Goal 5: Satisfactory Monitored Critical

Were the strategies listed in your MESA for attaining the objectives implemented as planned?

Yes No (explain) Partially (explain)

Comment: We have decided to continue to have survey students surveyed on the TTFM in Secondary 1, 3 and 5 as it is felt that the students do not take the survey seriously when asked to do it year after year.

If necessary, list objectives and/or strategies to be: (1) modified (2) discontinued and/or (3) added.

MELS Goal 1: Increase the percentage of students who obtain certification and qualification before the age of 20

We have been successful in goal 1 as we have reached a graduation rate for 90% for our 7 year Cohort. Going forward, we have set our objective to remain stable at 90%.

In order to continue the success rate, Lauren Hill will be creating a Literacy program to target the different situations found in our school. A plan for our Alongé program, a plan for our students in the adapted program, and one for students in the core program. Our objective is to catch illiteracy as early as possible as well as developing statistics to help us measure the effectiveness of the program. This program is currently being developed with the resource department, English department, and 1 teacher from all other departments. We have consulted with representatives from ALDI for support and suggestions.

For the following academic school year, we have chosen to have Geography 1 and 2 be taught in grade 7 while History 1 and 2 will be taught in grade 8. We believe this will help all students but in particular our coded and at risk students by reducing the overall course load.

Leadership program for students who are at risk helps at risk students meet students are successful in school and help plan school activities. Being in the Leadership group requires these students to give back to the school community by helping organize activities. We hope that with this project these at risk students connect with school and that others see that connection.

MELS Goal 2: Improve the Mastery of French (Reading and Writing)

With both English and French results, we have attained our objectives. We are however a bit disappointed with the drop in the French results. We are aware that we have had a lot of turn over with French teachers which is difficult on the students. We do believe our results will increase with teacher stability.

MELS Goal 3: Improve student retention and success of certain target groups, particularly students with handicaps, social maladjustments or learning disabilities.

In goal 3 we are very successful. We believe the plans in place are affective and we will continue as planned. Maintaining such a success rate requires constant evaluation on programs. For the following academic school year, we have chosen to have Geography 1 and 2 be taught in grade 7 while History 1 and 2 will be taught in grade 8. We believe this will help all students but in particular our coded and at risk students.

MELS Goal 4: To promote a healthy and safe environment through violence prevention.

The results attained this year demonstrate that last year's cohort had many students who used marijuana. There was a 4% drop from the previous year which is significant but also coincidental with that particular cohort from 2005-2006.

We have adjusted our target to 10% for the 2016-2017 school year which is 2 years away. We feel that dropping 5% when the number is already low compared to the Canadian average is not realistic.

We were not able to hire a drug counsellor. We could not find one.

MELS Goal 5: To increase the number of students under the age of 20 in vocational training

We feel with this Goal we have met the objective. Now the focus is to sustain our efforts.

After discussing with the support team at the board level, it was made clear to me that at this point we cannot accurately attain this statistic. Therefore, Objective 2 is being removed from our MESA plan.

MECANISMS OF MONITORING AND IMPLEMENTATION

Has a school/centre success team been created to guide and monitor your school's MESA?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Comment: Our Success team consists of lead teachers, guidance counselor and administration from both campuses.

Are data and monitoring tools available or being developed to support your school's MESA?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/>
Comment: All necessary monitoring tools are readily available to the success team (Lumix, GPI, Charlemagne, TTFM).

Please provide a general overview of the MESA implementation process (successes and challenges encountered).
Comment: The MESA annual report provides us with an opportunity to reflect on the goals, targets and strategies set by the success team. It helps us to determine whether the goals set are measurable and attainable. In 2013 we discovered that some of our goals needed tweaking and therefore made the necessary adjustments to our MESA at that time. This has allowed us to implement the plan this year with little to no challenges.

Date of submission of your MESA Annual Report to your Governing Board for approval:
Date of presentation of your MESA Annual Report to your stakeholders:
Date of submission of your MESA Annual Report to the EMSB:

Signature of the Principal	Date
Signature of Governing Board Chair	Date
Signature of the Deputy Director General	Date
Signature of the Director General	Date

Please attach any additional supporting documents