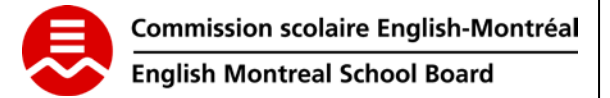


Success Plan / Management & Educational Success Agreement (MESA)



Between
ENGLISH MONTREAL SCHOOL BOARD
And



LaurenHill Academy

Dates of Annual MESA Agreement
January 31, 2015 - January 31, 2016

Dates of Success Plan
January 31, 2014 - January 31, 2017

Purpose of the Agreement

In order for the school/centre and the school board to comply with the Education Act article 209.2(1)(2)(3)(4), the school board and school/centre must sign a Management and Educational Success Agreement. This must be done annually.

This Agreement outlines the commitments made by the school board and the school/centre to achieve their mission of successfully instructing, qualifying and socializing students. The Management and Educational Success Agreement defines the school/centre role in supporting the school board objectives and targets for student success, within the school board strategic plan and in line with the Ministère de l'Éducation, des Loisirs et du Sport goals.

Management and Educational Success Agreement Explanatory Notes:

1. The school/centre should become fully familiar with the school board strategic plan and with the Partnership Agreement signed with the Ministère de l'Éducation, des Loisirs et du Sport.
2. The school/centre should review its success plan and ensure that it is aligned with the school board strategic plan.
3. The Management and Educational Success Agreement is signed between the school principal and the director general. This is what makes it a Management Agreement.
4. The Management and Educational Success Agreement must be approved by the governing board after consultation with the staff.
5. The Management and Educational Success Agreement must specify how the school/centre will contribute to the school board objectives and targets for student success as established within the strategic plan.
6. The Management and Educational Success Agreement must outline the resources provided to the school/centre so that it can meet established objectives and targets. Besides a statement referring to general staffing and budgetary allocations, the Agreement must list the resources specific to the school which take into account its particular situation and needs.
7. The Management and Educational Success Agreement must specify the support and assistance measures available to the school/centre. This means any programs and any special centralized support systems which support the school/centre in meeting its targets should be listed. For example, if the board has a system or program for literacy it should be listed here.
8. The Management and Educational Success Agreement must specify how the school/centre monitors its progress towards meeting specific targets and how it reports to its community.

SECTION 1: SCHOOL SUCCESS PLAN (2014-2017)

OUR VISION AND MISSION STATEMENTS

Our Vision

- LaurenHill Academy will be a school that fully integrates technology into the curriculum and classrooms.
- Teachers will be comfortable in using technology within their professional duties.
- Students will have appropriate organizational and study skills in order to help ensure their success.
- Develop communication avenues between campuses and domains in order to be cohesive.
- LaurenHill will be addressing and continuously adapting to the needs of students with learning difficulties within an inclusive classroom model.
- The QEP will be fully integrated by teachers in the classroom.
- LaurenHill will be a professional learning community with close links with all its stakeholders.
- Literacy awareness will be observable in all curriculums.
- Students will develop a sense of ownership and pride of being a LaurenHill student.
- A comprehensive, structured, and recognized program will be implemented to meet the needs of our gifted students.
- All students graduating from LaurenHill will be proficient in both English and French.

Our Mission

LaurenHill Academy is committed to providing an environment in which students are motivated to achieve academic excellence in preparation for the challenges and expectations of an evolving society. At LaurenHill Academy, the educational partners are leaders in providing programs, which instruct, qualify and socialize all students and thus enable them to achieve their full potential in society.

Linking our Vision and Mission

Our commitment is to provide the type of educational and social opportunities that will enable students to be successful in a global community and an evolving society. The implementation of the curriculum reform provides us with an opportunity to upgrade our own skills as educators so as to meet the diverse needs and learning styles of students. The willingness shown by many teachers to continue to learn, to be creative and innovative assures the role of our school as a leader in providing quality education to our students.

Technology is a valuable tool in motivating students and helping us to actualize our commitment to the success for the greatest number of students possible. It is vital that students and teachers become proficient in the use of technology so as to be able to access the most current resources for their needs.

In order to qualify students to fulfill the requirements of their chosen post-secondary program we must continue to support students in the early years and then make sure that students are placed in courses appropriate to their ability.

CONTEXT: OUR SCHOOL /CENTRE PORTRAIT

This section should describe the context within which the school or centre operates. This section tells the “story of your school”. The following key elements should be considered:

Location of the School

LaurenHill Academy is a large high school of 1316 students located in Ville St. Laurent. Our student population is housed in two different buildings. The Junior Campus, located at 2355 Decelles, is comprised of 528 secondary 1 and 2 (Cycle 1) students and the Senior Campus, located at 2505 Cote Vertu, is comprised of 788 secondary 3 and 4 (Cycle 2) as well as secondary 5 (Cycle 3) students (Dec. 2013). Since 1998 we have seen a steady increase in our population from 995 students to 1454 students in 2009. More recently, we have observed a decrease from 2009 to our current population of 1316 students in 2013.

Description of the Community

At least 45% of our students live in St. Laurent. At the same time, students come from all reaches of the island of Montreal including a few from both the north and South Shores. There are over 45 different nationalities in our school. Approximately 40% of students indicate English as their mother tongue (2009-2010 English = 38%), followed by 15.5% Greek, 6.6 % Tamil, 5.8% Italian, 5.5% Urdu, followed by smaller percentages of 44 other languages.

Socio Economic status, decile ranking, culture, enrollment, etc.....

LaurenHill attracts students from all socio-economic levels. We are a NANS school ranking 8 on a scale of 10 on a poverty index, which indicates that we have a large number of socio-economically disadvantaged students. Our school uniform serves well in making the socio-economic differences among students less visible. LaurenHill is an inclusive school and our success rate is consistently high in all subject areas. We ranked within the top public schools in Quebec.

Although the majority of our students were born in Quebec, they come from families where ties with ethnic roots are very strong. The LaurenHill Academy community is very respectful and accepting of the student’s cultural identities. We make accommodations so that students from all cultures can experience a sense of belonging. The outlook has served us well and we are proud of the harmony we experience.

PROGRAMS AVAILABLE IN OUR SCHOOL

A description of the programs of study offered in the school or centre given the context and the community within which the school operates.

- **Cycle 1 Allongé:** Students arriving to highschool with an academic delay of more than 4 years. A three-year program with the aim of bringing students up to grade level in order to complete Cycle 1 of highschool. The first year of the program is a modified program, which focuses on the three core subjects in a closed classroom environment along with integration into physical education, arts and ERC. We are currently the only school in Quebec offering this program after having received a 3 year derogation from MELS.
- **Regular Program:** For students from English Elementary schools
- **Immersion Program:** For students from French Bilingual or Immersion Elementary schools
- **Français langue d’enseignement:** For fluently bilingual students
- **Advanced Placement:** At the senior level, advanced placement courses are offered to a select number of students. Courses offered may change from year to year, however, LaurenHill has offered courses such as AP Calculus, AP English, AP Psychology and AP Human Geography.
- **Dance and Music:** LaurenHill offers a highly successful and renowned program in Dance and Music. With state of the art Dance studios and Music rooms at both campuses, Laurenhill is able to offer a wide array of afterschool Dance programs, have our very own Dance Troupe as well as put on an Annual two-night showcase of our Dance show at the Outremont

Theater. The music program boasts grade level bands, showcasing their talents in an annual show put on in the school auditorium along with multiple performances and prizes at many music competitions and Montreal’s very own Jazz Festival.

- **Special measures:** *NANS, Joining Forces*
- **Technology Integration:** LaurenHill Academy is seen as a lead school when it comes to technology integration into the classroom. All classrooms have an interactive Smartboard and projector installed, allowing for interactive and hands on digital lessons. There are a total of 5 fully functional state of the art Mac labs between the two campuses where some courses are housed and others attend to complete research and projects. In addition to the increasing number of iPads and portable laptop carts being put in place, teachers are finding ways to teach to the digital citizen. With the help of our Technology Lead teacher, there are a growing number of teachers using Schoology, an online classroom management site which allows for students to use an App on their phone, tablet or computer to complete homework, assignments and communicate with other students.
- **Range of Enriching Electives:** LaurenHill prides itself on serving all of its students and finding ways to motivate and engage everyone. For this reason, many new and innovative electives are offered that are not easily found in other schools. LaurenHill offers electives such as: Active Living Outdoor Education, Communication & Broadcasting, Criminal & Civil/ Business Law, Entrepreneurship, Media Arts, Robotics, Woodworking, Economics, Human Geography, Introduction to Psychology, Journalism and Yearbook.
- **Support systems:** Acknowledging that high school can be a difficult time for many students as they begin to mature and experience a number of challenges in their personal, academic, social and emotional lives; there are a number of key individuals at LaurenHill always ready and willing to help and guide students in the right direction. Students are aware of and welcomed to meeting with our school Guidance department, the school Nurse, our Behaviour Technician, the school Spiritual Animator, our Sun Youth Student supervisor and the school Social Worker. These key individuals also work very hard to put into place a number of amazing activities that engage our student population with a strong positive message. Some of the activities include but are not limited to: the LOVE program, the Tolerance Foundation, Career Fair and the Oasis.

SPECIAL EVENTS/ACTIVITIES

A description of special events and/or activities offered to students that are unique to the school such as:

Activity	Frequency	Description	Type
Afterschool Dance Program			Arts and Music
Art Vernissage			Arts and Music
Dance Show	BiWeekly	2 Shows at theatre Outremont in the evening. Practices throughout the year and dress rehearsal in the day prior to the event.	Arts and Music
Glee Club			Arts and Music
Grad Dance	BiWeekly	Practices with 2 classes of Grade 11 students to create a grad dance all together. 60 Students involved.	Arts and Music
Music Band (Grade 10)	Weekly	Jazz Ensemble	Arts and Music
Music Band (Grade 11)	Weekly	Jazz Ensemble	Arts and Music
Music Band (Grade 9)	Weekly	Jazz Ensemble	Arts and Music
Oui Dance Troupe	Weekly	35 students involved in afterschool practices and rehearsals for shows like open house, tour in elementary schools etc...	Arts and Music
Toronto Dance Trip	3 days	Dance trip to Toronto. Dance classes, shows etc...	Arts and Music
Fit Spirit	1-2 per Week	Training for a 5K Run	Athletic Activities
Fitness Centre	Mon-Thurs	Available to students before school, at lunch and after school on a regular basis	Athletic Activities
Halo Road Race			Athletic Activities

Intramural Sports	Weekly	A variety of intramural sports that run throughout the school year at lunch. (soccer, basketball, badminton etc...)	Athletic Activities
Ski Trip			Athletic Activities
Athletic Council		Students meet with a Phys-Ed teacher to plan activities in the gym and possible fundraisers.	ECA Activities
Black History Month	Weekly	Lunch meetings to discuss and plan activities during the month of February (Movies, Food, Homeroom Contests, Music, Guest Speakers, etc...)	ECA Activities
Bullying Committee	Monthly	Meeting with the students to discuss possible ways of reducing the amount of bullying in their lives. We will do workshops and activities to promote, sensitize, and build toolsets for the students. The goal is to create "experts" at each grade level that other LHA students can come to for advice and/or help.	ECA Activities
Euro Trip			ECA Activities
Game Room	3-4 per Week	Students play a variety of board games.	ECA Activities
LHA Voice Radio	Weekly	Radio club prepares, hosts and broadcasts live radio shows over the internet.	ECA Activities
New York Trip (Grade 10)		Educational tour of Manhattan. Some sights include 9/11 Memorial, American Museum of Natural History, Statue of Liberty & Ellis Island and Broadway show.	ECA Activities
Robotics	3 per Week	Compete in Robotics competiion	ECA Activities
Science Fair			ECA Activities
JMID	Monthly	Jewish Muslim intercultural dialogue. Meets as a group with Bialik High school students to create awareness of each other.	Link to Community
Project LOVE	Weekly		Link to Community
Club de francais	2 per Week	French conversation at lunch with fellow students.	Other
English Club	Monthly	Get together with students and discuss books that we've read or recommend to read	Other
Grad Committee	BiWeekly	Lunch meetings to plan and organize. Fund raising activities.	Other
Meditation	During Exams	Offering 10-20 minutes of breathing and brain exercises to help students relieve anxiety before entering an exam room	Other
Movie Club	Weekly	Each week, during lunch hour, we will be playing a different movie for students to watch. Students will help organize/run the activity. Maximum 30 students.	Other
Pre-Prom	1-2 per Week	Lunch meetings to plan and organize. Afterschool Meetins to decorate and supervision during the dance and clean up.	Other
Social Skills/ Mentor Program	Weekly	Help for students with difficulties communicating, interacting and building relationships with others.	Other
Spirit of Giving			Other
Tea for Toys			Other
Tolerance Foundation			Other
Ericsson Mobile App Project	Monthly	Students will get a chance to work with Ericsson employees, who will teach them basic programming towards the goal of designing simple apps for mobile phones. I will be supervising the project work while the employees are here, and making sure students meet deadlines.	Special After
Advanced Placement	Weekly	Extended lessons from regular class and study group of approximately 5-10 students to prepare for Advanced Placement Exam in May.	Special After School Activities
Homework Program	Mon-Thurs	After school homework support program	Special After School Activities
Prefect Team	Weekly	We meet once a week so that students can propose fundraising activities, and to make sure that the school has all of the students they need for an event.	Special After School Activities
Student Council			Special After School

			Activities
Badminton (Boys)			Sports Clubs
Badminton (Girls)			Sports Clubs
Basketball (Boys)			Sports Clubs
Basketball (Girls)			Sports Clubs
Golf			Sports Clubs
Indoor Soccer (Boys)	Weekly	Practices, Games and Meetings	Sports Clubs
Indoor Soccer (Girls)	Weekly	Practices, Games and Meetings	Sports Clubs
Rugby (Juvenile Boys)	Weekly	Practices, Games and Meetings	Sports Clubs
Soccer (Boys)	Weekly	Practices, Games and Meetings	Sports Clubs
Soccer (Girls)	Weekly	Practices, Games and Meetings	Sports Clubs
Softball (Boys)			Sports Clubs
Track and Field			Sports Clubs
Volleyball (Boys Girls)	Weekly	Boys who have been selected to the team will practice and play in various tournaments against other schools.	Sports Clubs
Volleyball (Girls)	Weekly	Girls who have been selected to the team will practice and play in various tournaments against other schools.	Sports Clubs
X Country Running			Sports Clubs

PARENT PARTICIPATION

Description of how parents are involved as partners in school success- i.e. through the Governing Board, PPO, Volunteer activities, etc...

Parents of the LaurenHill community are regularly involved in volunteering activities that directly affect the student population. Parents give their time and efforts to activities year around, including but not limited to helping out with; grad photos, sporting events, fundraising activities, field trips, and more.

The two major fashions for parents to be involved and have an emphasis on student life are through participation on the Governing Board and on the Home and School Association. The Governing Board meets monthly to discuss issues related to four areas of interest to our school. The issues discussed include: general items, educational services, community services, and physical and financial resources. Eight parents sit on the governing board along with; teachers, administrators, students and community representatives who make decisions that are deemed to be in the best interest of our students.

The LHA Home and School Association is a non-profit organization operated by LaurenHill parents on a voluntary basis. Every parent is welcome to join. The goal of the Home and School Association is to support the school by raising funds for worthwhile causes such as scholarships, dance troupe, library books, sports, and the radio station. In addition it helps organize an open house, Broadway theatre, family night, teacher appreciation, book fairs, and the graduation ceremony.

SECTION 2: MANAGEMENT AND EDUCATIONAL SUCCESS AGREEMENT (MESA) 2014-2015

ALIGNEMENT OF GOALS AND OBJECTIVES:

Our school success plan/MESA is based upon the aims and objectives elaborated in the MELS and English Montreal School Board's strategic plan with particular emphasis on the MELS-EMSB Partnership Agreement. Our Success Plan/MESA elaborates the actions, measures and methods for ensuring that each student achieves success in his/her academic growth and personal development. This section is to be revised and updated annually. Our school MESA includes the following objectives:

MELS/EMSB Goal 1: Increased graduation rates and qualifications before age 20

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
To increase the percentage of students who obtain qualification and certification after 7 years.	The rate of EMSB students who obtain certification and qualification after 7 years.	By June 2014, 86% of students will obtain qualification and certification. (7 year cohort)	To maintain the percentage/success rate of LHA students who obtain qualification & certification after 7 years.	Maintain the rate of LHA student who graduate obtaining and qualifying after 7 years.	Maintain current and future percentage of an 88% graduation rate (7 year cohort)	Identify students entering high school with an academic delay of more than 4 years. Students will be placed in a modified program for year 1 and adapted for year 2 and 3 in order to complete Cycle 1 in 3 years and work towards getting students to their academic level. Students will then be directed to an educational program suitable for them, to ensure their success.	Co-teaching (classroom teacher/resource teacher)	January 2015	Graduation Rate by Cohort
To increase the rate of success on the MELS uniform Mathematics examinations.	MELS success rate on MELS uniform Mathematics 404 examination (Uniform Examination results published annually in June).	Increase the success rate on MELS uniform Mathematics 404 to 60%.				Identify specific coded/high risk students, who have completed the Sec II math program and provide them the opportunity to successfully complete the required Sec IV CST math stream over two years.	Teacher tutorials		MELS Uniform exam
To increase the rate of success on the MELS uniform History and Citizenship examinations.	MELS success rate on MELS uniform History and Citizenship 414 examination (Uniform Examination results)	Increase the success rate on MELS uniform History and Citizenship 414 to 75%.				Adapted math programs with smaller class sizes to even out the teacher/student ratio (Sec. 1 to 3)	University tutors		
						Accommodations provided based on the student's IEP and MELS guidelines.	Afterschool Homework program		
						Develop and provide a strong LHA "Study Skills" Program.			
						Half year review courses in History and Science for students having failed in Sec IV.			

MELS/EMSB Goal 1: Increased graduation rates and qualifications before age 20 (School Perseverance)

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
<p>SCHOOL PERSEVERANCE</p> <p>Decrease the number of student leavers without qualification or certification.</p> <p>To increase the level of literacy of Secondary cycle 1, year 1 cohort.</p>	<p>MELS - number of student leavers without qualification and certification published annually by MELS</p> <p>The percentage of cycle 1, year 1 cohort that are reading at grade level.</p>	<p>Decrease by 47 students from baseline (335- 2009) the number of student leavers without qualification and certification.</p> <p>Target reduction 2014-288 students</p> <p>Increase to 90%, the percentage of Secondary cycle 1, year 1 cohort that is reading at grade level.</p> <p>Baseline to be determined by September 2012</p>	<p>To maintain the percentage/success rate of LHA students who obtain qualification & certification after 7 years.</p>	<p>Maintain the rate of LHA student who graduate obtaining and qualifying after 7 years.</p>	<p>Maintain current and future percentage of an 88% graduation rate (7 year cohort)</p>	<p>Academic support systems in place.</p> <p>Extra curricular activities that enrich the learning experience.</p> <p>Clubs, groups, teams and other activities that spark interest and keep students motivated to come to school.</p> <p>Take care of basic needs of students.</p> <p>Identify students entering high school with an academic delay of more than 4 years. Students will be placed in a modified program for year 1 and adapted for year 2 and 3 in order to complete Cycle 1 in 3 years and work towards getting students to their academic level. Students will then be directed to an educational program suitable for them, to ensure their success.</p> <p>Develop individual literacy programs to care for students in our Allongé program, adapted program, and students in the regular core program.</p> <p>Student leadership program</p>	<p>Afterschool Homework program</p> <p>Field trips, Euro trip, New York trip, French Play, Law trip etc..</p> <p>Sports teams, intramural sporting events, fitness center, music band program, afterschool dance program, robotics, radio room,</p> <p>Homeroom period, breakfast/lunch program, guidance team</p>	<p>January 2015</p>	<p>Graduation Rate by Cohort</p>

						joining at risk students. My success plan implemented on junior campus. Early intervention and follow up plan for academic success.	Busy Bodies active mind grant to finance leadership camp for at risk students. Sunyouth mentor		
--	--	--	--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------	--	--

MELS/EMSB Goal 2: Improved Mastery of the French Language (French Reading & Writing- SECONDARY)

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
<p>FRENCH READING: (SECONDARY)</p> <p>To improve French reading skills of all high school students enrolled in the FLS base program by the end of Secondary V.</p>	<p>Number of students who obtain 60% or more on the FSL Sec V FLS MELS uniform examination (reading component)</p>	<p>An 80% success rate for all high school students enrolled in the FLS base program by the end of Secondary V.</p>	<p>To increase the mean final results of French Langue de base on the end of cycle 2 evaluation tool (634-520)</p>	<p>The percentage of LHA students who are successful in completing the sec 5 exam based on French exit requirements.</p>	<p>Increase the % of students successfully completing the Sec. V French reading exam by 1% - 74% total.</p>	<p>Continuing to identify, purchase and train (when needed) on new technologies which support language learning in French</p> <p>Purchase of class resources including French text based tools, books and media.</p> <p>Continuing the introduction and teaching of History & Geography classes, in Sec. I & II, in the French Language.</p> <p>Promoting cross curricular literacy across all subject areas.</p> <p>Teacher modeling of reading and writing skills.</p> <p>Spelling and Public Speaking competitions in French</p> <p>Develop activities in and out of the classroom that engage students to speak in French.</p>	<p>Language specialists (train & develop teacher skills in French literacy)</p> <p>Resource Team (Support teachers & students in French classrooms)</p> <p>French Authors (to work with students)</p> <p>In-class libraries updated and increased.</p> <p>Rosetta Stone</p> <p>Learn Quebec</p>	<p>January 2016</p>	<p>MELS Uniform exam</p> <p>Lumix & GPI</p>
<p>FRENCH WRITING: (SECONDARY)</p> <p>To improve French writing skills of all high school students enrolled in the FLS base program by the end of Secondary V</p>	<p>Number of students who obtain 60% or more on the FSL Sec V FLS MELS uniform examination (writing component)</p>	<p>To maintain an 83.0% success rate in for all high school students enrolled in the FLS base program by the end of Secondary V</p>							

MELS/EMSB Goal 2: Improved Mastery of the English Language (English Reading & Writing- SECONDARY)

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
<p>ENGLISH READING: (SECONDARY)</p> <p>To maintain yet always aiming to improve English reading skills of all high school students by the end of Secondary V.</p>	<p>Number of students who obtain 60% or more on the reading component of the MELS Sec V ELA uniform exam.</p>	<p>To maintain a 90% success rate on the reading component of the MELS Sec V ELA uniform exam.</p>	<p>Maintain English reading & writing skills amongst LHA Sec. V students using the end of cycle 2 evaluation tool. (612-536)</p>	<p>The percentage of LHA students who are successful in completing the sec 5 exam based on English exit requirements.</p>	<p>Continue to maintain the 97% success rate of LHA students completing sec. V ELA</p>	<p>Continuing to identify, purchase and train (when needed) on new technologies which support language learning in English.</p> <p>Purchase of class resources including English text based tools, books and media.</p> <p>Promoting cross-curricular literacy across all subject areas.</p> <p>Teacher modeling of reading and writing skills.</p> <p>Spelling and Public Speaking competitions in English.</p> <p>AP English Literature (Senior Campus)</p>	<p>Language specialists (train & develop teacher skills in English literacy)</p> <p>Resource Team (Support teachers & students in English classrooms)</p> <p>Advanced 5 program (Jr. campus level)</p> <p>English Authors (to work with students)</p> <p>In-class libraries updated and increased.</p> <p>Rosetta Stone</p> <p>Learn Quebec</p>	<p>January 2016</p>	<p>MELS Uniform exam</p> <p>Lumix & GPI</p>
<p>To maintain yet always aiming to improve English writing skills of all high school students by the end of Secondary V</p>	<p>The number of students who obtain 60% or more on the Secondary V English examination (ELA), written production component</p>	<p>To maintain a 90% success rate on the Secondary V English examination (ELA), written production component</p>							

MELS/EMSB Goal 3: Improved Levels of Retention and Academic Success for Certain Target Groups (special needs)

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
To increase the number of students (within the 7-year cohort) identified as having learning and or behavioural difficulties and the number of at-risk students with an Individualized Education Plan (IEP) who will graduate with a Diplôme D'études Secondaires (DES) and Diplôme D'études Professionnelles (DEP).	The number of students identified as having learning and or behavioural difficulties and the number of at-risk students with an Individualized Education Plan (IEP) who will graduate with a Diplôme D'études Secondaires (DES) and Diplôme D'études Professionnelles (DEP).	To increase by 5% the number of students identified as having learning and or behavioural difficulties and the number of at-risk students with an Individualized Education Plan (IEP) who will graduate with a Diplôme D'études Secondaires (DES) and Diplôme D'études Professionnelles (DEP) from a baseline to be established in 2010-11	To increase the number of Secondary V students with IEP's identified as Category 1: "At risk": (EMSB code: 02, 12) and or Category 2: "handicaps, social maladjustments or learning disabilities": (code 14, 24, 33, 34, 42, 44, 50, 53) that successfully complete the sec. IV core subjects (English, French, Math) or equivalence.	The number of students with IEP's identified as at risk and or having a learning-behavioural difficulty, that successfully complete a DES or DEP Program.	Increase of 2% over 3 years.	<p>Aid in the increase of student success by the targeting of relevant, effective and timely professional development tools for our teachers. (Workshops on literacy & differentiation, speakers, etc.)</p> <p>Proper placement of our students, with IEPs, in the various levels of Math, English, French and Science (Sec IV only).</p> <p>Accommodations & supports provided to students for evaluation purposes. (as per IEP)</p> <p>Introduction of 404 Math Express program (senior campus). Students in Sec III adapted math are introduced to Sec IV math during the year, in preparation for the next.</p> <p>Additional support to assist students with homework, test prep & projects. (After School and Lunch Tutoring/Homework Programs, Study Skills Program)</p> <p>Literacy Program (Junior Campus)</p> <p>Advanced 5 Approach to teaching ELA (Junior Campus)</p>	<p>Resource Teachers</p> <p>Resource Aids, CEGEP/University Tutors, Peer Tutors, Youth Coordinator (Sun Youth)</p> <p>CCW's (Child Care Workers)</p> <p>Student Services Team (Guidance, Nurse, Behavior Technician)</p> <p>Speech and Language Pathologists</p> <p>Literacy Specialist (Jr)</p> <p>Readers & Scribes (soon to be made electronic)</p> <p>Classroom Teachers</p> <p>Parents</p> <p>Kurzweil Software</p>	January 2016	Lumix & GPI

MELS/EMSB Goal 4: Healthier and Safer School Environments

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
To reduce the percentage of elementary and high school students who are victims of bullying.	The percentage of elementary and high school students who are victims of bullying as measured by the Tell Them From Me (TTFM) Survey	To reduce by 5% the percentage of elementary and high school students who are victims of bullying.	4.1 To decrease the percentage of students that use marijuana occasionally or once a day.	<i>“Tell Them From Me” survey reporting both on outcome and school climate</i>	To decrease the percentage of students using marijuana occasionally or once a day from 13% - 10% in 2 years.	Maison Jean Lapointe for Sec. I Project Pride for Sec. II MADD speaker for Sec. V Fosters Program established at Senior Campus Police intervention (punitive and preventative) Hiring of student monitor Project LOVE (Sr. Campus) Police Community rep.	Guest speakers NANS money Guidance Counselor Social Worker	January 2016	Using the “Tell Them From Me” Survey (Sec1, Sec3, Sec5) GPI
			4.2 To decrease the number of occurrences of physical or psychological violence.						
To increase students' feelings of school safety	The percentage of elementary and high school students who report increased feeling of school safety as measured by the Tell Them From Me (TTFM) Survey.	To increase by 5%, elementary and high school students' feelings of school safety			To increase the number of students feeling safe in school by 5%.				

MELS/EMSB Goal 5: Increased Enrolment of Students under 20 in Vocational Training

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
To increase the number of new registrants under the age of 20 in Vocational Training.	Number of new registrants under the age of 20 in Vocation Training.	To increase by 10% within the next four (4) years the number of new registrants under the age of 20 using the baseline year of 2007-2008 (208 students)	To increase the number of LHA students who consider Vocational Schools- Training as a serious option.	<p>The number of students considering Vocational training according to “The Tell Them From Me” Survey</p> <p>The number of LHA students in Vocational Training Programs</p>	Maintain the current rate of students considering vocational training.	<p>Attendance of Secondary 4 students at the “EMSB Secondary 4 Initiative”.</p> <p>Attendance of Secondary 5 students at the EMSB Career Fair.</p> <p>Attendance of students in Vocational “Student for a day” programs.</p> <p>Tours and Open House visits at Vocational Centres.</p> <p>Promoting the use of “Career Cruising” and “ClicVoc” career software programs to students.</p> <p>Career Exploration Programs.</p> <p>In-house speakers from various trades.</p> <p>Class presentations.</p> <p>Assemblies.</p> <p>Regular one-to-one meetings between Guidance Counsellors and senior students.</p> <p>Evening Information Session for parents on post-secondary education and training options.</p> <p>Networking with Vocational Education Centres.</p> <p>POP Course.</p> <p>Montreal Hooked on School presentations (Jr. Campus).</p>	<p>TTFM Survey</p> <p>LUMIX and GPI</p> <p>Guidance Counsellors</p> <p>Montreal Hooked on School survey.</p>	January 2016	<p>TTFM Survey results.</p> <p>LUMIX and GPI (for tracking and statistical analysis).</p>

SECTION 3: SCHOOL SUCCESS PLAN/MANAGEMENT & SUCCESS AGREEMENT

SCHOOL SUCCESS PLAN Objective(s) 2014-2017

Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
<p>Professional learning communities will be established by domain. (Maintain)</p>	<p>The number of PLC meetings organized by domain.</p> <p>PED Days dedicated to data collection and planning.</p>	<p>To continue the PLC cycle.</p>	<p>Assigning of a domain head by subject.</p> <p>Establishing a common meeting time and encouraging regular domain meetings.</p> <p>Encouraging the establishing of joint meeting times bringing Junior and Senior campus domain members together.</p> <p>Within each professional learning communities, staff will identify together key issues to discuss.</p> <p>Teachers will share their expertise with their colleagues.</p> <p>Teachers will be encouraged to take initiative that will be supported by Administration.</p>	<p>Wednesday morning common presence time.</p> <p>Administration</p> <p>Educational Consultants</p> <p>Workshops/Conferences</p> <p>Domain Head</p>	<p>January 2016</p>	<p>Feedback from Domain Head</p> <p>Data sheets from data collection activities</p>

Our Professional Development Plan: Preparing Our Staff 2014-2015

OBJECTIVES	GRADE LEVELS & SUBJECT AREA	INTERVENTIONS/STRATEGIES REQUIRING PD	PD PLAN (ex. name of workshop, date PD will be offered, resources involved (human or financial), etc.)
<i>To ensure that all students are learning at a higher level.</i>	<i>ALL</i>	<i>PLC/Data Teams (Continued)</i>	<ul style="list-style-type: none"> <i>Follow up data team meetings, in-school training, cluster consultants or subject-specific consultants, on-going starting Nov. 2014</i>
<i>Improve teacher comfort with technology to increase student engagement.</i>	<i>All Staff</i>	<i>BYOD</i>	<ul style="list-style-type: none"> <i>PD with Avi Spector & and Marc Andre Lalande.</i> <i>Teachers sharing Apps and websites at staff meetings</i>
<i>Early recognition and intervention of students exhibiting low literacy skills</i>	<i>Grade 7-8</i>	<i>Literacy</i>	<ul style="list-style-type: none"> <i>Discussion between teachers on staff form all domains.</i> <i>Consultation with ALDI</i> <i>Visit to schools with effective literacy programs</i> <i>Working with literacy specialists</i> <i>Implementing literacy programs (i.e. Advance 5)</i>

Monitoring and Accountability Measures:

Through the annual report, in consultation with the monitoring tools, all stakeholders will be informed of the progress.

Resources Allocated to the School/Centre:

In addition to the general budget, Lauren Hill is allocated funds through NANS and Joining forces to meet its particular situation and needs. Application to different grants from MELS.

Support and Assistance Measures Available to the School/Centre:

Please see “resources” in Section 2 listed above.

Summary:

As all the stakeholders in the School/Centre Community work cooperatively together, supporting each other, we are able to achieve success for our students. Our commitment to success is of paramount importance as we implement, monitor and adjust the objectives we have outlined for our school this year. The professional development needs that are required are important to the achievement of these goals and are detailed in the School Professional Development Plan.

Signatories of the Agreement:

Robert Stocker, Director General EMSB

Signature of Principal

Signature of Governing Board Chair

Date

Date

Date