

LINDSAY PLACE HIGH SCHOOL



LINDSAY PLACE HIGH SCHOOL EDUCATIONAL PROJECT 2018

EDUCATIONAL PROJECT 2018

TABLE OF CONTENTS

Mission Statement p.3

Vision Statement p.4

Student Exit Profile p.4

Community Profile p.5-6

Academic Program - Approaches to Learning p.6-7

Local Success Targets & Objectives p. 9-16

APPENDICES

-Appendix A: Evaluation Standards and Procedures

- Standards and Procedures for Evaluation and Reporting
- Evaluation of Student Learning Sec 1 - Sec. 5

-Appendix B: ABAV Plan

-Appendix C: Student Code of Conduct

-Appendix D: Guiding Principles for Special Needs Students (Resource)

EDUCATIONAL PROJECT 2018

Mission Statement

Our Vision	Our Values	Our Goals
To provide an education that values excellence, challenges and fosters pride in achievement and individual student success.	We believe in providing an engaging academic environment that encourages critical and independent thought.	To develop our students' intellectual curiosity, thirst for discovery and pride in achievement.
	We provide a caring, inclusive and cooperative learning milieu that balances the importance of self-expression with the rights of others, respecting diversity, embracing equality and encouraging social responsibility.	To challenge each student to reach his or her maximum potential.
	We value an holistic approach to learning, encouraging our students to become independent lifelong learners and expanding their knowledge through community service and extracurricular activities.	To help our students develop confidence and learn to make appropriate choices.
	We encourage students to explore their passions and treasure creative growth through expressions in Music and the Arts.	To prepare our students to become valued contributors to Quebec society and responsible world citizens.
		To provide our students with a challenging curriculum through the development of innovative programs.
		To help reinforce the "Lindsay Place Charter of Rights and Responsibilities" within our community.

EDUCATIONAL PROJECT 2018

Vision Statement

All students will be provided with the opportunity to succeed and meet their individual potential in a safe, secure learning environment.

The Staff at Lindsay Place High School strives to:

- offer a wide variety of courses designed to meet the diverse needs and interests of our student body.
- foster a profound commitment of lifelong learning in all students.
- develop in all students the ability to become independent, critical and creative thinkers.
- focus on the development of work habits, knowledge and skills that enable all students to become successful and contributing members of society.
- understand and celebrate the cultural and academic diversity of our student body.
- foster citizenship within our community and the global community.
- promote among all students respect for themselves, for others, and for the environment.
- equip all our students for successful participation in the post-secondary educational opportunities that await them.

Student Exit Profile

When students leave Lindsay Place High School, they should:

- be critical thinkers, creative learners and have motivation to pursue the avenue of their choice for the future.
- have a strong sense of self within the global community and respect for the world around them, as well as the necessary skills to continue to develop a strong sense of citizenship.
- have the interpersonal skills required to enter the workforce.
- have the academic requirements necessary for entry into their program of choice in post-secondary studies, whether CÉGEP or a Vocational Education Program.

EDUCATIONAL PROJECT 2018

Community Profile

Lindsay Place High School first opened its doors in 1962 and has played a leadership role in education on the West Island for fifty years. Our school is named after Judge Lindsay H. Place who volunteered his time as a commissioner of the Protestant School Commission of Pointe Claire and Beaconsfield. During the 1950's and 60's, he was the driving force behind the emergence of the Lakeshore School Board. Recognising his contributions to education, the Lakeshore School Board Commissioners proudly named our high school after Lindsay H. Place. Dedicated teaching staff, parents and the vibrant Alumni Foundation continue to work hand in hand to make Lindsay Place the great school it is today.

Adopted in 1994, the **Lindsay Place High School Charter of Rights and Responsibilities** provides a good representation of what we as a school stand for and believe in. We see ourselves as a multi-cultural, multi-religious and multi-ethnic society, with an emphasis on acceptance of diversity. We believe that all members of our community are equal regardless of background, gender, orientation or ability. We believe that everybody in the community has a right to be respected, to receive an education of high standards, and to learn in a safe, clean, and friendly environment. Our Charter addresses the rights and responsibilities for all who are a part of the Lindsay Place High School community.

Lindsay Place High School is located in Pointe Claire at 111 Broadview and offers grade 7-11 classes for its 486 students, both local and international students. All students follow one of the three streams offered at Lindsay Place, either English Core, French Immersion or Quantum Enriched. Lindsay Place High School has 50 bright, large classrooms all equipped with SMARTboards. Our school has a strong emphasis on the use of technology in the classroom and is equipped with excellent wireless connections to support this throughout the building. Students in the Quantum Program use their personal iPads and all students are able to benefit from the use of six chrome carts (each carrying 15-30 chromebooks) circulating through the school. We also have a Green Screen where students can experiment with video making for their project-based learning.

After graduating from Lindsay Place High School, our students proceed to post-secondary studies either at the CÉGEP level or the vocational/adult education program, or choose to enter the workforce. We are very proud of our student graduation rate and the success rates of various MEES courses. A few results from the June 2017 exam session include: 100% success rate in Grade 10 Science, Grade 11 Physics and for the second straight year in a row we had the highest success rate board-wide for Grade 10 Histoire.

Lindsay Place has many extra-curricular activities. Lindsay Place High School participates in many sports teams offered to us by the GMAA (Greater Montreal Athletics Association). Our sports teams include soccer, volleyball, basketball, futsal, badminton, swim team, football (tackle & flag) rugby and track. Our school offers many extra curricular activities in the form of committees and clubs. We put on a high-caliber musical once a year for our students and the communities we serve. All aspects of the musical are created or performed by students from the acting,

singing and choreography to the set and costume design. Our magnificent orchestra students are involved as well as they provide all of the musical accompaniment for each production. Lindsay Place has a vibrant student life and leadership program which organizes lunch time activities, school wide activities and grad activities. There are also many academic clubs which students may join to broaden their academic portfolio.

The Home & School Association and Alumni Foundation are integral parts of our school community and provide numerous and ongoing means of support. Some examples include support for activities and events, upgrades to the facilities as well as financial contributions to students in need. Their goal remains the betterment of the school and support for students and staff.

Lindsay Place High School consistently offers a healthy school environment that is focused on community, builds upon its rich traditions, and provides an innovative education that is devoted to student success.

Academic Program - Approaches to Learning

Combined with solid values of Respect, Pride, Inclusivity, Community Involvement, & the Environment, our students are encouraged to continuously strive for excellence. At Lindsay Place we are proud of our programs that are continually being improved to best serve our students. Every student at The Place will find a challenging academic environment, including many unique options: A successful Enriched Program, with a strong academic focus. A French Immersion commitment that is so important for success in Quebec society. Science and Math courses that use the latest technology. A renowned Music Program, including both Band and String instruments along with our unique Arts Études option allow our musicians to excel with their chosen instruments. Lindsay Place High School is committed to providing an environment where students of all abilities strive for and attain success. Certain programs within the school have been created to help us achieve this goal:

STEAM² - This educational approach uses Science, Technology, Engineering, the Arts, Mathematics and Marketing as access points for guiding student inquiry, dialogue, and critical thinking. The end results are students who take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process. These are the innovators, educators, leaders, and learners of the 21st century.

MUSIC - ART ÉTUDE: The LPHS Music Program has cultivated a tradition of excellence for over 35 years. Within this program is offered the unique feature of an Art Étude diploma with music concentration. This specialized program emphasizes an accelerated curriculum and performance for concert band. Drama and Visual Arts are also important components of our overall academic program and complete the emphasis we have on the Arts as a feature not only of academic study but of the life of the school.

WOTP-FOCUS: This non-grad track program is intended to give students practical training in the workplace, while pursuing general education adapted to their needs. Students who enter this program have not attained Cycle 1 competencies in core subjects. The purpose of Work Oriented Training Path (WOTP) - 1 Year Semi-Skilled Program is to prepare students to meet the demands of life in society and the world of work. Students successfully completing this Work-Oriented Training Path will obtain an official educational certificate from the MEES. These

students have gained an understanding of the job market, along with acquiring associated attitudes and behaviors for the workplace. At the end of the program, students may choose to enter the job market or can enter the adult education stream with the goal of attaining a high school leaving certificate or enter a vocational program. Students who meet specific conditions may have the option to continue their studies or to go into vocational training.

GENESIS: This in-school alternative program strives to guide students to achieve their highest potential through individual and flexible educational experiences designed to enhance their academic growth and to foster lifelong learning. Students in the Genesis program are on track to graduate from high school and benefit from smaller class sizes, more individualized attention, project-based learning, physical education on a daily basis with a required nutrition component included and finally, day trips and team building activities.

Engaging learners for life

Mission



The Lester B. Pearson School Board:

works with its community to provide a healthy, safe, respectful and inclusive learning environment in which there is flexibility for all students to reach their full potential.
prepares individuals to assume their roles as responsible, competent and successful citizens who are capable of working cooperatively within an ever-changing society.
measures its actions and decisions against the core values stated in the Lester B. Pearson School Board Vision Statement.



STRATEGIC DIRECTIONS

- 1 Improving Achievement
- 2 Ensuring Wellness
- 3 Strengthening Engagement

Local Success Targets and Objectives: LINDSAY PLACE HIGH SCHOOL

Strategic Direction 1: Improving Achievement

Our objective is to increase the number of students under the age of 20 who graduate or acquire a qualification to 90% by 2020.

General Strategies:

- Use the STEAM² framework to build upon existing curricular options and evidence-based delivery models that provide flexibility and engage students' diverse talents, and interests.
- Align the budget with the objectives in the Educational Project and optimize the use of resources for maximum impact on student learning.
- Petition the school board for increased allocation of resources (teachers, resource aides, support for specialized programs such as a coordinator for STEAM²).
- Ensure an equitable distribution of resources that prioritizes the needs of our students.
- Focus on improving recruitment, retention and success for the Work Oriented Training Path (FOCUS).
- Ensure secondary students with special needs are registered in the appropriate pathway/program and receive support where appropriate (integration aides, resource blocks, specialized programs).
- Raise awareness of available internal and external resources to support student success.
- Ensure that TEVA (Transition École Vie Active) plans, for whom it is applicable, are established in a timely manner for students with special needs.
- Promote continuing education as a viable pathway for students and support transitions at critical points in schooling (Career fair, guidance classroom visits, guest speakers, assemblies) and coordinate with the Guidance department to ensure that students understand career paths and options prior to grade 11.
- Focus support for students under 20 years of age entering vocational training without a prior diploma or qualification or returning to school after an interruption in studies (adapted modified schedules, special programs and resources).

Indicator	Baseline (2016)	Target	2018 Result
Secondary school graduation and qualification rate.	85.3 %	90 %	
Secondary school qualification rate.	89.7 %	95 %	
Percentage of students with special needs aged 18-21 exiting the youth sector with a TEVA (Transition école vie active) plan.	0	100% increase by 2020.	

Strategic Direction 1: Improving Achievement

Our objective is to increase student success in secondary school Mathematics, Science and Technology, History and Citizenship, English Language Arts and French.

Our objective is also to establish a mechanism by which student success can be measured at all grade levels.

General Strategies:

- **STEAM² projects will be incorporated into the curriculum to reinforce real world applications of all subjects.**
- **Documents that support a common understanding of the evaluation criteria for each competency/subject (Drive folder, ESD sessions, department curriculum maps) will be provided/created with teachers.**
- **Use curriculum maps as a strategy to measure student success.**
- **Engage teachers in collaborating to use appropriate data to inform instruction. Teachers to attend workshops to analyze exam results and collaborate to improve student success on MEES exams.**
- **Increase the level of inquiry by using STEAM² project-based learning across subjects that also include a technology and engineering component.**
- **Encourage ongoing professional development in differentiated instruction, second language acquisition, evaluation and technology.**
- **To offer tutorial sessions to Secondary 4 and 5 students before the MEES exams in June (and January supplemental exams) to support student success in these subjects.**
- **Board-wide focus on recognizing, supporting, and celebrating educational and community initiatives that strengthen Biliteracy.**
- **Promotion meetings for all students, attended by administration, teachers and resource team, to ensure appropriate student placement for the next academic school year.**
- **Promote and advertise Math Help Club and teacher remediation.**
- **Francisation and homework grants used to support teachers and to increase students' success.**
- **Hold weekly meetings between Resource Coordinator and Administration team to discuss student progress.**
- **Participation in contests, activities, challenges, exhibitions in all subject areas.**

Indicator	Baseline (2016)	Target	2018 Result
Success rate Secondary IV Math Options.	77.8 %(CST): (final course result, including exam). 90.6% (SN).	3% increase by 2020. 3% increase by 2020.	
Success rate Secondary IV General Science and Technology.	73.6% success rate (final course result, including exam). 98.4% (EST).	3% increase by 2020. 1.6% increase to attain 100% by 2020.	
Success rate Secondary IV History and Citizenship Education.	81.9% success rate (final course result, including exam). 100% (Histoire).	3% increase by 2020. Maintain 100% success.	
Success rate Secondary V English Language Arts.	95.1% success rate (final course result, including exam).	3% increase by 2020.	
Success rate Secondary V French.	100% success rate (final course result, including exam). 98.8% (Enrichi).	Maintain 100% success. 1.2% increase to attain 100% by 2020.	
Creation of curriculum maps by department.	Science and French maps completed.	To have curriculum maps in all departments in place/using by 2020.	

Local Success Targets and Objectives: LINDSAY PLACE HIGH SCHOOL

Strategic Direction 2: Ensuring Wellness

Our Objectives are for the entire school population:

- To continue to create and improve a positive school climate both socially and academically.
- To address and reduce stress, anxiety and depression issues among the students and staff.
- To address and reduce issues of intimidation and violence.

General Strategies:

- Clearly state and support our 5 values: Respect, Pride, Inclusivity, Community Involvement, Environment. Focus on all five values during the course of their high school career.
- Staff and administration regularly discuss expectations of respect, communicate expectations to students, and provide students with opportunities to demonstrate expectations.
- Students asked to stand when we have guest speakers at assemblies, when administration visits classrooms.
- Staff and administration participate in school-wide activities including Spirit Week and Pride days.
- To promote inclusivity, have teachers change working groups of students throughout the year.
- Student achievements promoted through school social media pages, morning announcements, TV screen in the lobby, weekly memo to parents.
- Staff and administration reinforce positive behaviour demonstrated by students.
- To continue to make effective use of services offered through Guidance, FSSTT, Planning Room, Psychologist, Nurse, Social Worker.
- To redevelop the Code of Conduct as a more student centered and user friendly document which holds students accountable for their work and behaviour.
- To focus on the expected behaviours outlined in the revised Code of Conduct.
- Target behaviours we want to reduce or eliminate.
- Staff will work with administration to focus on reducing and ultimately eliminating selected undesirable behaviours.
- Staff and administration to develop consistent response to poor behaviour.
- Re-evaluate the targeted behaviours on a regular basis during a staff meeting.
- To occasionally invite speakers to address the staff on the subject of wellness.
- To continue to foster teamwork by devoting 15 minutes of each Staff meeting to team building activities.
- To foster school pride by wearing school colours and pride gear on Fridays.
- To support student-led initiatives, such as composting and recycling.
- To keep classrooms and hallways clean and attractive to foster teaching and learning.
- To have staff consistently model respectful, courteous behaviour and etiquette with colleagues, administration, and students

(Ex: daily greetings, please & thank you, hold open doors, give compliments, hats off when entering the building).

- To have staff recognize their role in promoting the Charter of Rights and Responsibilities as well as the values through their respectful interactions with students.
- To establish and have all staff enforce a common response to strangers in the building (report to office; sign in; wear visitor tags; unwanted strangers are escorted out).
- To create gender neutral bathrooms.
- To create more attractive student spaces within the school and keep the existing areas clean by eating only in the cafeteria or the agoras.
- Continuing to explore new ways for our staff and students to get involved in our community (ex. Terry Fox Run, Holiday Baskets, Family Fun day, raking leaves for our senior citizens in Pointe Claire, continued involvement of Life Program students in school activities).
- Staff and administration continue to work together to promote a collective sense of well-being and positive atmosphere in the school (make an effort to present a positive demeanour; get to know other staff members; spend time with and appreciate colleagues).

Indicators	Baseline (2016)	Target	2018 Results
Number of student assemblies.	1 Opening Assembly for each grade level.	2-3 assemblies per cycle per year.	
Number of staff discussions to conduct periodic review of educational project.	2 meetings to review educational project.	3-4 meetings per year to discuss and review project.	
Number of activities that foster our stated values with students.	Spirit week, Pep Rally, Open House, Grad Leaf-raking, Grad colour wars, Multicultural Day (others?)	Increase the number of activities by 3 per year.	
Number of activities that foster our stated values with staff	Formal and informal social events; full staff professional development activities; staff day (2018)	15 minutes of each Staff Meeting will be devoted to team building activities.	
Number of outside presenters per year.	MADD, Alvin Law, Montreal Impact,	Increase the number of speakers invited by 1 per year.	

	(others?)		
Assemblies or other school-wide activities that focus on mental health. TTFM survey results regarding students reporting anxiety and depression.	1 school based activity on mental health. Anxiety 24% (Cdn norm = 18%) Depression 26% (Cdn norm = 17%).	1-2 assemblies/events per year. TTFM statistics will improve by 10% by 2020.	
TTFM Secondary School Indicator: Feel Safe Attending School (Bullying and School Safety Report). TTFM Results on student -reported incidents of bullying.	59 % of Girls 56 % of boys 29% (Cdn norm = 39%).	Increase the feeling of safety by 10% by 2020. Decrease the incidents of bullying by 10% by 2020.	

Local Success Targets and Objectives: LINDSAY PLACE HIGH SCHOOL

Strategic Direction 3: Strengthening Engagement

Our objective is to have our students engaged in their learning

General Strategies:

- Encourage initiatives emphasizing cooperation, creativity, communication, critical thinking and entrepreneurship.
- Provide professional development sessions that foster the development and implementation of our STEAM² program, through PDIG projects, and other grants.
- Share and participate in board-wide focus on recognizing, supporting, and celebrating endeavors that foster an "Entrepreneurial Spirit".
- Differentiate the educational experience to effectively engage, appropriately challenge, and ensure mastery for every student.
- Implement and maintain annual school engagement portrait via the Tell Them From Me Student Engagement Thematic Report.
- Promote the vocational trades through multiple mediums: websites, brochures and social media.
- Participate in annual board level initiatives designed to expose students to educational and career pathway options.
- Encourage the development of local partnerships to support in-school initiatives (such as our music program, the "Green Team", our theatre program, volunteering opportunities etc.)
- Administration to keep staff informed regarding important information regarding specific students.
- Teachers informed and encouraged to participate when a student they teach is discussed at resource team meetings.

Indicators	Baseline (2016)	Targets	2018 Results
Tell Them From Me (TTFM) Survey Intellectual Engagement Indicators - students interested and motivated.	43% (Canadian Norm = 30%).	3% increase by 2020.	

TTFM Survey -Relevance.	62 % (Canadian Norm = 60%).	3% increase by 2020.	
Number of Entrepreneurial grants.	11 projects accepted.	Add two new project applications/year.	

Strategic Direction 3: Strengthening Engagement

Our objective is to have our students engaged in the world around them.

General Strategies:

- **Encourage initiatives and innovative teaching practices fostering global citizenship, volunteerism, environmental awareness and bilingualism for all students.**
- **Encourage the development of student voice in helping to shape school policies and activities.**
- **Broaden international education opportunities from within and outside the school board territory.**
- **Continue to communicate information, actions, challenges, and success stories to the community on a frequent basis and in a transparent manner (website, social media, Governing Board and Home & School meetings, morning announcements, weekly newsletter to parents).**
- **Ensure that our digital environment is progressive, consistent and accessible.**
- **Participate in board-wide strategy for managing school/center digital presence.**
- **Recruit and maintain active partners in the following domains of interest: Science & Technology; Media and Entertainment; Health Sciences; Environmental Sciences; Business and Entrepreneurship; Law and Public Safety; Industries aligned with vocational programs; Sports & Recreation; Community Service.**
- **Showcase our achievements, activities and events through the Board website and social media pages.**
- **Work towards increasing student registration in Français enrichi, the Bilingual Certificate Program, and the Diplôme d'étude en langue française (DELF) program.**
- **Support and encourage opportunities for students to utilize and practice French comprehension, written and oral skills outside of the classroom setting.**
- **Promotion of community service.**

Indicators	Baseline (2016)	Target	2018 Results
Frequency of posting about school events and activities on social media sites.	1-3 times/week.	10% increase in number of postings by 2020.	
Number of students involved in community service activities.	28 students submitting hours.	10% increase in number of students submitting hours each year.	
Number of students involved in extra-curricular activities Sports teams - # of students - % of student body	70 boys, 63 girls - 133 27% of the student body.	10% increase by 2020.	
TTFM - student participation in extra-curricular sports.	53% (Canadian norms: 50%).	10% increase by 2020.	
TTFM - student participation in extra-curricular clubs.	31% (Canadian norms: 43%).	10% increase by 2020.	
Level of participation of students in school governance.	35 students.	10% increase in student participation/year.	

APPENDICES