



Lindsay Place High School 2015-2016

Annual Report on the School's Success Plan,
Management and Educational Success Agreement,
and Contribution to the School Board's Strategic
Plan



Together We Learn:
Partnering for Student Success



Lester B. Pearson
School Board

Commission scolaire
Lester-B.-Pearson

Introduction

In January 2010, the school signed a management and educational success agreement with the school board. The overall objective of the agreement is to improve student success. The management and educational success agreement incorporates five major goals:

- Increased Graduation and Qualification Rate
- Improved Mastery of English and French Language Skills
- Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties
- Promoting Wellness in a Safe and Caring Community
- Increased Enrollment of Students Under 20 Years of Age in Vocational Training

The management and educational success agreement was valid until June 30th, 2015 and was subsequently extended by an additional year for reporting purposes. Student success is the force that drives our actions, we believe that the identified pillars of our success plan represent the key areas that will increase student success and ensure the achievement of our management and educational success agreement goals. It is our responsibility to ensure that every student has the opportunity to excel, our success plan combined with our management and educational success agreement provides our road maps to meet that responsibility.

We are pleased to share news of this past year's (2015-16) successes. This annual report includes information on our success plan results, management and educational success agreement results. The report shares information about the important work that our school does to foster student success while ensuring a safe and healthy educational environment, and highlights the work and achievements of students and staff. This report is only a tiny snapshot of what happens every single day in our school with our collective mission to provide excellence in education.



School Portrait: Lindsay Place High School

	2015-16
School Capacity	1375
Total Number of Students Registered	557
Programs	Enriched Program – Quantum French Immersion Program English Core Program Art Etude – Music Concentration
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	103

School Mission/Vision (from Educational Project)

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 strive to:

- Offer a wide variety of courses designed to meet the diverse needs and interests of our student body.
- Foster in all students a profound commitment of lifelong learning.
- Develop independent, critical and creative thinkers.
- Focus on the development of work habits, knowledge and skills that enable the 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 respect for themselves, for others, and for the environment.
- Equip our students for successful participation in the post-secondary educational opportunities that await them.

School Mission Statement

Our Vision

To provide an education that values excellence, challenges and fosters pride in achievement and individual student success

Our Values

We believe in providing an engaging academic environment that encourages critical and independent thought.

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.

We value an holistic approach to learning, encouraging our students to become independent life-long learners and expanding their knowledge through community service and extra-curricular activities.

We encourage students to explore their passions and treasure creative growth through expressions in Music and the Arts.

Our Goals

- To develop our students' intellectual curiosity, thirst for discovery and pride in achievement.
- To challenge each student to reach his or her maximum potential.
- To help our students develop confidence and learn to make appropriate choices.
- 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

Goal 1: Increased Graduation and Qualification Rate: School Board Context

Student success in terms of certification and qualification remains a critical indicator of our progress. The Lester B. Pearson School Board has been consistently among the top five school boards in the province in this respect. The MEES has given us the challenge of increasing our graduation and qualification rate to 88% by the year 2020. We set our 2015 graduation and qualification rate target at 85.5% with 2% of this increase coming from the youth sector and 1% coming from the adult education and vocational training sector. We continue to address the difference in the graduation and qualification rate between boys and girls. All secondary schools continue to work towards improving success rates on MEES Uniform Exams in Secondary 4 Mathematics, Science and Technology, and History and Citizenship Education as well as in Secondary V First and Second Language programs.

Local Results

Goal 1: Increased Graduation and Qualification Rate					
#	Objective	2009 Baseline	2015 Target	2015 Result	2016 Result
1	A 5% increase in the success rate for MELS Secondary 4 Math Options results by 2015.	80.6%	84.6%	52.4% (CST)	67.9% (CST)
				91.1% (SN)	96.7% (SN)
2	A 3% increase in the success rate for MELS Secondary 4 results in General and Applied Science and Technology by 2015.	86.9%	89.5%	70%	85.7%
3	A 3% increase in the success rate for MELS Secondary 4 results in History & Citizenship Education by 2015.	88.8%	91.5%	67.2% (Eng.)	81.9 % (Eng.)
				91.8% (Fr.)	100 % (Fr.)
4	A 20% reduction in the overall number of students who dropout by 2015.	4.8%	2.5% decrease	2%	1.3%
5	A 25% reduction in the number of boys who dropout by 2015	28 boys dropped out (48 total)	20	13 boys dropped out	7 boys dropped out

Level of Accomplishment:

- Significant increases in success rates in all areas.
- 100 %- success rate in Secondary 4 Histoire – highest board- wide.
- Higher than school board average success rate for many subject areas, including Secondary 5 Chemistry and Physics, as well as Sec. 4 and 5 Science Math.
- 4 students awarded Discover the Stars Scholarships in 2016, more than any other high school participating in the program.
- Fraser Institute ranks LPHS among the top 10 most improved High Schools in the province.
- Successful in maintaining the trend of reducing the number of students dropping all, and specifically the number of male students dropping out.

Observations:

- Continued use of professional development grants to support teaching across the curriculum (STEAM²).
- Plan to continue to use hands-on activities and projects that support cross-curricular learning and the STEAM² program.
- On-going use of Ministry exam format for mid-year examinations and in-class evaluations to better prepare students for final uniform exams in June.
- History and Science classes offered to Sec. 5 students who failed Sec. 4 History and Science will continue. January supplementals will also continue to be offered.
- Continue to promote level of accomplishments through the use of social media.

Goal 2: Mastery of English and French Language Skills: School Board Context

Programs throughout the system, while responding to the parameters of the Quebec curriculum, provide choices for parents and offer flexibility with the students' academic, socio-emotional and physical needs being a focus. The Board's goal is not only to graduate students who are bilingual, but who are also biliterate; able to read, speak and write in French. Although our focus for this strategic plan is early intervention to further improve literacy, secondary schools have targeted an increase in the success rate for MEES Uniform Exam results in Secondary 5 French reading and writing.

Local Results

Goal 2: Improved Mastery of English and French Language Skills					
#	Objective	2009 Baseline	2015 Target	2015 Result	2016 Result
1	A 5% increase in the success rate for MELS Secondary 5 results in French reading by 2015	60.5%	63.5%	88.5%	81.7%*
				97.8%	68.7%**
2	A 3% increase in the success rate for MELS Secondary 5 results in French writing by 2015	81%	83.4%	83.6%	90%*
				98.9%	97.6%**
3	An increase in the number of activities which expose students to French (cultural, extracurricular)	4	7	7	4

*Programme de base

**Programme enrichi

Level of Accomplishment:

-For the programme de base, we increased the success rate for FSL result in writing (higher than board average); our global success rate was 100 % (highest board-wide).

-For the programme enrichi, we maintained our performance in writing at a high level, and although our success rate for reading did go down, our global success rate was 98.8% (better than the board average).

-Students from Martinique came to LPHS.

Observations:

- Continue to promote Francophone culture through a variety of initiatives including field trips, such as the cycle 1 winter camp, trips to Quebec City, Grad Sugaring Off trip, as well as the student exchange with Martinique.
- Plan to continue in class activities that support Francophone culture, such as French poetry, emphasis on oral presentations, and "Slam".
- Plan to continue to use supports such as Francisation and Homework support.
- Continue to incorporate the use technology to support teaching and learning in languages.
- Plan to include a French component in STEAM² projects and initiatives.

Goal 3: Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties: School Board Context

Lester B. Pearson is proud to be an inclusive school board where students with special needs are integrated into community schools. In each school they are members of the community receiving support services as outlined by their Individualized Education Plan. Our focus over the course of this plan was to increase the qualification rate for our students with handicaps, social maladjustments or learning difficulties. At the Secondary level, we have witnessed a remarkable growth of Work Oriented Training Pathway which lead to qualification for students who successfully complete their program of studies in this domain.

Local Results

Goal 3: Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties					
#	Objective	Baseline	2015 Target	2015 Result	2016 Result
1	To provide opportunity for students with special needs to visit and explore work sites.	N/A	An increase in the number of initiatives to help with long range goals	4	8
2	To increase awareness of pathways to qualification for special needs students or students at risk.	N/A	3	3	3

Level of Accomplishment:

- 8 students included in work-study placements, which is a significant increase from the previous year (this includes WOTP and resource students).
- Genesis information evening for parents.
- Literacy classes continued.
- Work study skills incorporated into “Learning Circles” (resource support).
- Work-study coordinator provided information for students, staff and parents.
- Information about pathways for special needs students in the Adult/Voc sector provided for students, staff and parents.

Observations:

- Plan to improve communication with students, staff and parents regarding available pathways for special needs students.
- Review use of TEVA plans (plan de Transition École Vie Active) to better serve the needs of special needs students.
- Continued use of work-study placements for WOTP and special needs students.

Goal 4: Healthy and Safe School Environment: School Board Context

Student success is greatly determined by the school and community environment. Schools and communities must work hand-in-hand to ensure that our students learn in an environment that is safe, caring, and promotes wellness. All secondary schools are working towards implementing the Healthy Schools Approach, developing a culture of pride and respect for our environment, and completing a portrait of the school climate in order to prioritize interventions to provide a safe, secure, healthy, and welcoming environment. All schools survey students twice annually through The Learning Bar's *Our School Survey* and are provided an annual snapshot of school climate through the *Bullying and School Safety Thematic Report*.

Local Results

Goal 4: Promoting Wellness in a Safe and Caring Community					
#	Objective	Baseline	2015 Target	2015 Result	2016 Result
1	The number of initiatives that promote pride in and respect for our environment.	N/A	8	9	6
2	Implementation of Healthy Schools Approach.	[X] In Progress [] Implemented			
3	Complaints Bullying	N/A	0	1	0
4	Complaints Violence	N/A	0	0	0

Level of Accomplishment:

- Use of TTFM survey continued, with two annual surveys completed. Results presented to staff council and Governing Board.
- Student Council continued with formal elections of officials.
- Continued involvement of the "Green Team" in promoting awareness of environmental issues with the student population.
- Increased involvement of student leadership team in new activities to promote school spirit.

-MADD Assemblies.

-Continued use of Green Apple Grants to promote fitness and nutrition.

-In general, students at Lindsay Place report the incidence of any form of bullying as lower than the national average. Students at LPHS who report any form of bullying has remained at about 29 % over the last year-long period for which we have data (November 2014 and November 2015). This is compared to the national average of about 39 %. These differences are consistent over the period for which the most recent data has been obtained.

-It is sometimes difficult to make generalizations about the data that we received from our student surveys, however for the last two surveys that have been conducted, (April 2015 and November 2015), there is an indication of a decrease in the severity and frequency of all forms of bullying. Note the comparison charts below.

Figure 4.1: Incidences of different forms of bullying (April 2015)

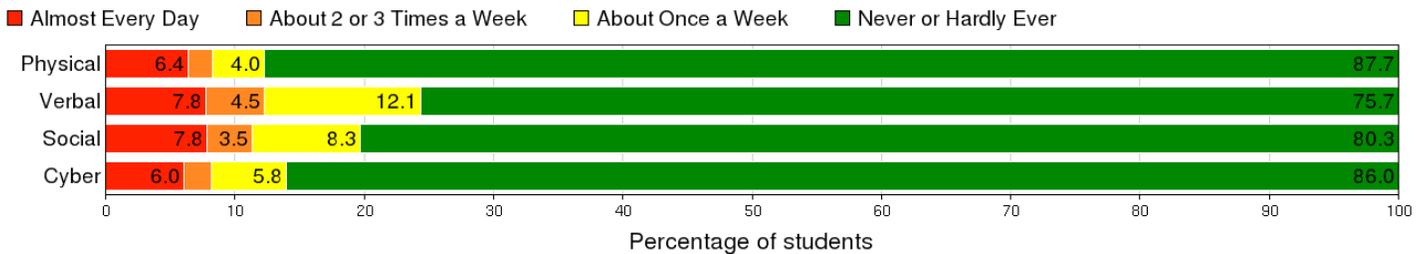
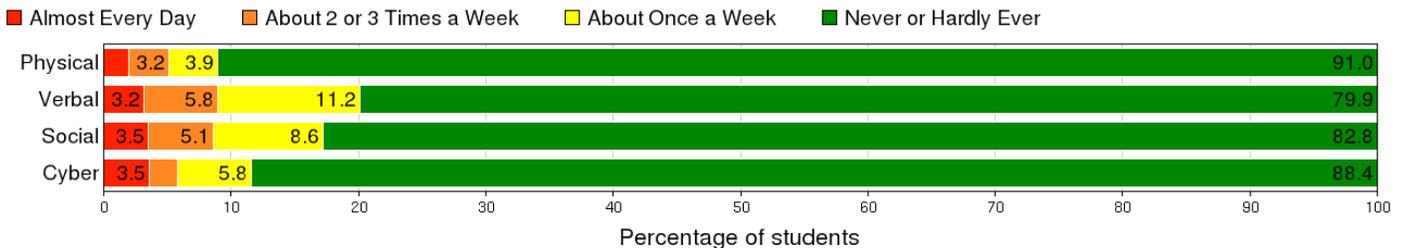


Figure 4.2: Incidences of different forms of bullying (November 2015)



-It is relevant to report also that students report having positive behaviours at school at a higher rate than the national norm 93% vs. 87%, and also report having an advocate at school as well as positive student-teacher relationships that are either at or above national averages. As well, a positive learning climate, and expectations for success are also reported at level equal to or better than national norms.

-Another important area where Lindsay Place performs better than the national average is regarding the level of participation in school sports – which at LPHS is 53% vs 50% nationally.

Observations:

- Plan to continue to benefit from services provided by FSSTT (Family School Support and Treatment Team).
 - Continued support to students provided by planning room tech.
 - Plan to partner with "Boys To Men" mentoring group to focus on at intervening to support at risk male students.
 - Plan to continue to with student lounge.
 - Plan to continue with partnerships with School Nurse, CSSS social worker and other community partners.
 - Plan to continue to use the TTFM student survey and analyse results; discuss with students.
 - Plan to use social media to better advantage to promote positive school climate and culture.
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- Plan to address levels of anxiety and depression reported among female students which are reported to be at a level higher than national norms (the level reported by male students as at the same level as national averages).
 - Plan to expand the role of the Green Team in the school with new environmental initiatives.
 - Plan to promote awareness and understanding of LGBT concerns through Gay-Straight Alliance (GSA)

Goal 5: Increased Enrollment in Vocational Education: School Board Context

The Vocational Education pathway is a growing choice towards qualification for students under 20 years of age as well as being a priority for the Ministry of Education Leisure and Sport. Our Vocational Education Centres provide numerous training programs that lead directly to employability and/or to an exciting career. Our priorities for this strategic plan include further expanding the choices of vocational education programs available to our students and promoting these programs as viable options.

Local Results

Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training					
#	Objective	Baseline	2015 Target	2015 Result	2016 Result
1	The number of initiatives that promote vocational education	N/A	2	7	7

Level of Accomplishment:

- Vocational Road Show presented to students in Sec. 3- 5.
- Guidance department presentations to students and parents.
- Student visits to vocational centres.
- Participation in LBPSB Career Fair.
- Youth Engagement program with Carrefour Jeunesse Emploie de l'Ouest de L'île (CJEOI).
- Promotion of awareness of individualized programs within LBPSB (eg. DELTA).
- Guest speakers and presenters from various programs.
- Career Exploration.
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Observations:

- Change in guidance dept. personnel will present opportunities for new initiatives.
- School will work towards implementing plan for Academic and Career Guidance Content (ACGC); this will begin for students in Sec. 1 as of 2017-2018; this plan will be implemented incrementally.
- A component of ACGC will include student career surveys.
- Plan to implement program for "perseverance scolaire" with CJEOI for 2016-2017.
- Plan to continue and develop our WOTP program "Fostering Opportunities and Creating Useful Skills" (FOCUS).
- Plan to continue "Projet Particulier" Career Exploration in 2016-2017.