



LaSalle Community Comprehensive High School

STRATEGIC PLAN 2015-2020

*Engaging learners
for life*





INTRODUCTION

The Lester B. Pearson School Board Strategic Plan for 2015-2020, outlines a clear direction and defines our priorities for the coming five years. The development and creation of the 2015-2020 Strategic Plan forms part of the on-going process of measuring our achievement based on the directions, strategies and benchmarks defined in the 2010-2015, document. It is built on a strong foundation of work and ensures that our goals are achievable, our progress is measurable, and that we are accountable to those who place their trust in the Lester B. Pearson School Board.

Student success is the force that drives our actions. We believe that the three identified directions of our new strategic plan: Improving Achievement, Ensuring Wellness and Strengthening Engagement represent the key areas that will increase the success rate of our students and further distinguish us in the broader Education Community.

Student certification and qualification remain critical success factors. The Lester B. Pearson School Board has consistently been among the top performing school boards in the province in these particular measures. In the next five years we have taken on the challenge of increasing our graduation and qualification rate to 90.0%. Our ultimate goal is to produce graduates who are able to thrive and prosper in our bilingual culture.

This Strategic Plan has been developed with input from all of our stakeholders. It is well aligned with previous strategic directions of the Ministry of Education Superior Education and Research. By its very design, the Strategic Plan cannot address every concern or every aspect of the School Board's operations. However, this plan is stronger because of the broad range of input we received. It will surely solidify our vision of being the English School Board of choice in which to learn and work. Lester B. Pearson looks forward to working closely with its stakeholders and partners in the coming years as we strive to further improve and refine our approach as outlined in our new Strategic Plan.

SCHOOL VISION / MISSION



The mission of LaSalle Community Comprehensive High School includes providing education for life-long learning in an environment of respect. The commitment to social, technological and cultural development is evident in the diverse programs and activities offered. Moral values are further developed by harnessing the diversity in our school and by encouraging community involvement and service. Enhancing the mental and physical wellness of our student population is also of great importance and is achieved through a variety of means.

LCCHS strives to:

- Develop confident, capable, life-long learners and achievers by providing a variety of academic programs which meet the needs of the individual
- Create and foster an atmosphere of respect for all members of our multicultural school community
- Provide a variety of student life activities as an integral part of learning, in order to develop a strong sense of responsibility, motivation, self-esteem and belonging
- Foster a sense of pride in the achievements of the community, the school and the individual
- Encourage students to develop an awareness of global issues which include, political, economic, environmental, and human rights issues
- Engage students to become responsible digital citizens in 21st century working environments

LCCHS promotes the following educational values:

- Autonomy and responsibility
- Respect of self, others and of the environment
- Commitment to cooperation
- Awareness of inner-self and of one's connection to the rest of the world
- Digital citizenship

EDUCATIONAL PROJECT

Student Exile Profile

- acquire core to enriched development in all academic subjects, leading to a high school leaving diploma or certificate, post-secondary studies or adult / vocational education;
- develop a holistic understanding of our world;
- show respect for self and others, regardless of differences;
- live a wide range of experiences, particularly in service to the community, that will have a positive impact on the development of the whole person.

EDUCATIONAL PROJECT

COMMUNITY PROFILE

Founded in 1965 and situated in the East end of LaSalle close to the historic Lachine Rapids, L.C.C.H.S. is the only Secondary school serving the English community in the Borough of LaSalle. The school services students from a wide range of cultural and socio-economic backgrounds.

The continued commitment to excellence on the part of the entire staff has allowed the school to develop and initiate a variety of programs to better serve the varied needs of our student population. It was such dedication that led to L.C.C.H.S. being granted official IB status (Middle Years Program) and recognition as the first Quebec High School to become a member of Peaceful Schools International.



EDUCATIONAL PROJECT

ACADEMIC PROGRAMS – APPROACHES TO LEARNING

- We meet the needs of all students in our community, regardless of academic strengths and weaknesses. In short, we provide programs of remediation through to programs of enrichment, ie. Resource, Balanced Day, Work Oriented Training Pathways (Semi-skilled, Pre-Work/CFER), Math Bridge, English Core, Phoenix, French Immersion and International Baccalaureate.
- We are very connected to our LaSalle elementary feeder schools (Allion, LaSalle Elementary Junior/Senior and Children’s World Academy). We invite them to activity days at LCCHS such as Leader Day. Our students also contribute to these schools through activities including the breakfast program, peer tutoring, introduction to Robotics and drama productions.
- We are a community-based school serving multiple generations from the English community of LaSalle and of note:
 - IB Community Service Program;
 - Leadership program;
 - Contribution to local food banks and other organizations;
 - Many staff members belong to the community;
 - Our alumni involvement including many staff members who have graduated from LCCHS.
- We offer a variety of extra-curricular activities and student outings that cover various disciplines: GMAA sports, Chess Club, Yearbook Club, Robotics, and trips to Quebec, Toronto, Washington, Europe, YMCA Youth Exchange program and humanitarian trips (previously to Ecuador, Peru and Costa Rica).
- Our entente with the City of LaSalle allows us the use of additional sports fields.
- We offer our students a number of programs promoting positive physical and mental health such as LOVE (Leave Out Violence Everywhere), Fosters, Youth Fusion. We are also in partnership with the local CLSC, providing the services of a nurse and social worker.

Statistical Portrait: **LaSalle Community Comprehensive High School**

School Name	2016-2017
School Capacity	1325
Student Registered	661
Graduation Qualification Rate (Secondary)	86.8%
Number of Students with Handicaps, Social Maladjustments, or Learning Difficulties	195 (29.5%)
Programs Offered	Balanced Day Work Oriented Training Pathways (Semi-Skilled – Pre-Work/CFER) Math Bridge English Core Phoenix (alternative Sec 4 – 5 program) French Immersion International Baccalaureate
Total teaching Staff	44
Other Support/Professional Staff	28

ACTION PLAN

DIRECTION 1: Improving Achievement

To increase the number of students under the age of 20 who graduate or acquire a qualification.

General Strategies:

- Focus intervention in schools and centers with success rates below the Board average.
- Align the budget with the strategic plan objectives and optimize the use of resources for maximum impact on student learning.
- Ensure an equitable distribution of resources that prioritizes the needs of our students.
- Raise awareness of available internal and external resources to support student success.
- Ensure that transition plans are established in a timely manner for students with special needs.

Objective	Strategies	Indicators	Target
Number of students under the age of 20 who graduate	Develop and build upon existing curricular options and evidence-based delivery models that provide flexibility and engage students' diverse talents, and interests	Secondary school graduation and qualification rate.	Graduation rate of 90% by 2020 (baseline 2016-2017: 86.8%)
Number of students under the age of 20 who acquire a qualification	Ensure secondary students with special needs are registered in the appropriate pathway/program. Focus on improving recruitment, retention and success for the Work Oriented Training Path (WOTP).	Percentage of students with special needs aged 18-21 exiting the youth sector with a Transition école vie active (TEVA) plan. Number of students certified through the WOTP pathways. Number of students obtaining High School leaving equivalency in Adult Sector (Pathways / Connections)	Qualification rate of 90% by 2020
To expose students to a variety of post-secondary options	Promote continuing education as a viable pathway for students: <ul style="list-style-type: none"> • encourage students with a variety of interest in the Adult / Vocational sector • support transitions at critical points in schooling. 	Continuing education qualification rate before the age of 20.	Qualification rate of 90% by 2020.

<p>To increase student success in secondary school Mathematics, Science and Technology, History and Citizenship, English Language Arts and French</p>	<ul style="list-style-type: none"> -Saturday school tutorials for grade 10 MEES exams. -Homework Zone : recommended and monitored attendance -Francization program participation -Math Help Services -Secondary 1 and 4 math support program (double math, no science) -Phoenix in-school alternative program for selected grade 11 students 	<p>Success rate on MEES exams success rates for:</p> <ul style="list-style-type: none"> -Secondary IV Math Options -Secondary IV Science Options -Secondary IV History -Secondary V English - Language Arts -Secondary V French Options 	<p>MEES exams results:</p> <ul style="list-style-type: none"> -Secondary IV CST Math 70% -Secondary IV SN Math 90% -Secondary IV General Science -Secondary IV Applied Science 85% -Secondary IV History 75% -Secondary IV Histoire 85% -Secondary IV English 85% -Secondary V French 75% -Secondary 5 French (programme enrichi) 90%
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*Note: The global success rate for students under 20 is calculated by combining the graduation rate of the 5 year cohort¹, the annual qualification rate² and the contribution from Continuing Education³.

ACTION PLAN

DIRECTION 2: Ensuring Wellness

General Strategies:

- Continued support and implementation of the Healthy Schools and Communities Planning Approach.
- Maintain a professional development emphasis on socio-emotional learning, health promotion and prevention.
- Implement and maintain the annual school engagement portrait via Tell Them From Me Student Engagement Thematic Report.
- Ensure employee needs are met through capacity building and professional development.
- Regular review of TTFM survey with staff, students and community
- Ensure all schools monitor and continually update their Anti-Bullying/Anti-Violence Plan (Law 19).
- Support schools in maintaining the annual school safety portrait via the Tell Them From Me Bullying and School Safety Thematic Report.

Objective	Strategies	Indicator	Target
To strengthen healthy lifestyles and positive mental health.	<p>Monitor and follow cohort trends with respect to student anxiety levels paying particular attention to gender disparities.</p> <p>Weekly ad hoc meetings where students are referred to appropriate professional support.</p> <p>Promote available professional support to students both in school and within the community.</p>	<p>Tell Them From Me Survey (TTFM) Social Emotional Outcomes for students with moderate or high levels of anxiety or depression.</p> <p>Tell Them From Me Survey (TTFM) drivers of student outcomes for students who feel they have someone who provides encouragement and can be turned to for advice.</p>	<p>Target: reach Canadian norms by 2020. (Baseline 2016-2017 18%)</p> <p>Target: remain above Canadian norms. (Baseline 2016-2017 28%)</p>
To encourage learners to adopt a healthy and physically active lifestyle.	<p>Encourage participation in school clubs and teams.</p> <p>Encourage enrollment in option courses promoting wellness and healthy habits</p>	<p>TTFM results for participation in school life</p> <p>Continue to offer a variety of class options promoting wellness and healthy habits</p>	<p>To increase student involvement in clubs to reach Canadian norms according to TTFM statistics (baseline 2016-2017 43%)</p> <p>To maintain student involvement in teams within 5% of Canadian norms according to</p>

			<p>TTFM statistics (Baseline 2016-2017 50%)</p> <p>To fill at least one section of each option course at the senior grades</p>
<p>To foster safe and caring relationships within the school, the community and the digital environments.</p>	<p>Make the Right Choice</p> <p>Terry Fox Run</p> <p>LOVE</p> <p>Anti-bullying / anti-violence week</p> <p>Mindfulness Initiative</p> <p>Multicultural Fiesta</p>	<p>TTFM Secondary School Indicator: Feel Safe Attending School (Bullying and School Safety Report)</p> <p>TTFM Secondary School Indicator: Sense of belonging</p>	<p>To increase to 70% the students who feel safe in the school. (Baseline 2016-2017 54%)</p> <p>To increase to 70% the students who feel a high sense of belonging (Baseline 2016-2017 72%)</p>

*We acknowledge that the TTFM Survey as structured is not designed for use with an adult population. Procuring an appropriate tool for measure in this domain is a priority. TTFM indicators cited in this plan exclude populations in our Continuing Education sector.

ACTION PLAN

DIRECTION 3: Strengthening Engagement

Objective A:

To have our students engaged in their learning.

General Strategies:

- Board-wide focus on recognizing, supporting, and celebrating endeavors that foster an "Entrepreneurial Spirit".
- Promote the vocational trades through multiple mediums: websites, brochures and social media.
- Annual board level initiatives designed to expose students to educational and career pathway options.
- Communicate information, actions, challenges, and success stories to the community on a frequent basis and in a transparent manner.
- Ensure that our digital environment is progressive, consistent and accessible.
- Showcase the contribution of active partners on the Board website and social media.

Objectives	Strategies	Indicator	Target
To have our students engaged in their learning.	Differentiate the educational experience to effectively engage, appropriately challenge, and ensure mastery for every student.	Tell Them From Me Survey Intellectual Engagement Indicators: Skills Challenge (secondary only)	Skills Grade Challenge Increase by 5% the number of students in the desirable quadrant with high skills and high challenge (Baseline 2016-2017: 54%)
	Encourage initiatives emphasizing cooperation, creativity, communication, critical thinking and entrepreneurship.	Tell Them From Me Survey Socio-Emotional Outcome Students Interested and Motivated.	Interested and Motivated To stay within 5% of the Grade 7 interest and motivation level through to grade 11 (Baseline 2016-2017: 40% grade 7)
	Connect student learning objectives to relevant and meaningful real life concepts	Tell Them From Me Survey Driver of Students Outcome: Relevance	Driver of Students Outcome: Relevance Meet National Canadian standards (Baseline 2016-2017: 5.8 out of 10)
To have our students engaged in the world around them.	Encourage initiatives and innovative teaching practices fostering global citizenship, volunteerism,	Number of Leadership / IB students who are completing their	To have 100% of our Leadership / IB students complete their mandated community and service hours

	<p>environmental awareness and bilingualism for all students.</p> <p>Active Alumni participation in school life.</p> <p>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.</p> <p>Support and encourage opportunities for students to utilize and practice French skills outside of the classroom setting</p>	<p>community and services required hours.</p> <p>Number of initiative per year involving alumni students.</p> <p>Number of initiatives which include community partners.</p> <p>Number of initiative which include the promotion of French language and culture.</p>	<p>To maintain 5 initiatives per year</p> <p>To maintain 15 initiatives per year.</p> <p>To maintain 3 school initiatives per year</p>
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