



**Success Plan
2010-2015
LaSalle Community Comprehensive
HS**

Success Plan For LaSalle Community Comprehensive HS for 2010-2015

Introduction

The LaSalle Community Comprehensive High School Success Plan for 2010-2015 is based on the Lester B. Pearson School Board's Strategic Plan entitled "Together We Learn: Partnering for Student Success" and the LCCHS Educational Project which was reviewed and revised in 2009. The LCCHS School Success Plan outlines a clear direction and defines our priorities for the coming five years. At LCCHS, it is our responsibility to ensure that every student in our school has the opportunity to excel. Our success plan provides a road map to meet that responsibility. It is built on the foundation of work accomplished through our 2006-2009 Success Plan and ensures that our goals are achievable, our progress is measurable and that we are accountable to those who place their trust in Lasalle Community Comprehensive High School.

Our Success Plan has been developed with input from our stakeholders and in accordance with the strategic directions of the Ministry of Education, Leisure & Sports and the four identified pillars of our school board's strategic plan. We believe the objectives and strategies we have chosen represent key areas that will increase the success rate of our students. At Lasalle Community Comprehensive High School student success is the force that drives all our actions.

Characteristics of the School

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 ethnic and socio-economic backgrounds.

The success rate for students graduating is approximately 75% with 80% of those pursuing post-secondary education. The strong tradition of alumni involvement and loyalty to the school and community has resulted in 20% of staff members being former graduates of L.C.C.H.S..

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.

A cornerstone of the school is the on-going partnerships it has established with the CLSC/CSSS of LaSalle.

In recent years the addition of busing for Cycle 1 students has been enthusiastically received while the adoption of a school uniform has been successfully implemented.

LCCHS opened a "Games Room"(Student Lounge) in 2008 for students to use during the lunch hour.

A fitness room is fully equipped for students to take advantage of throughout the day

A Theatre Arts Workshop was also built to provide students with the opportunity to write and act out plays as well as build their own stage props and present mini-productions.

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 multi-cultural school community
- Promote lifelong learning skills by harnessing the diversity of our students and staff
- 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 school and the individual
- Encourage students to develop an awareness of international issues which include, political, economic, environmental, and human rights issues

Mission Statement

The mission of LaSalle Community Comprehensive High School includes providing education for lifelong learning in an environment of respect. The commitment to social 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 physical wellness of our student population is also of great importance and is achieved through our varied sports program.

Guiding Principles

It is our belief that in order for our school to flourish and for our students to grow, all our stakeholders need to work collaboratively in a democratic environment.

Our school 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

Student Exit Profile

Students are expected to acquire basic to enriched development in all academic subjects, leading to a high school leaving diploma, attestation of skills diploma, post-secondary studies or vocational education.

- develop an understanding of our world , be it scientific, historical, cultural or environmental.
- 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 individual.

Characteristics of LCCHS:

1. Programs:

- International Baccalaureate (Middle Years Program)
- Immersion and English core programs
- Phoenix Alternative program
- Work Oriented Training Program
- Student leadership program

2. Community Sense of Belonging and Pride

LCCHS is seen as a center for the English-speaking community in LaSalle. As shown below, 82.3% of the school population resides in LaSalle. Through the years, a strong sense of tradition, loyalty and pride has developed. With a declining student-aged population in LaSalle, the school now feels that it must strive to broaden its community base with stronger and more concrete ties to the community it serves.

It is undertaking an in-depth community outreach program to further this end. For example, as part of this outreach, following broad consultation with the school community, a school uniform was implemented in September 2005. This has had a positive impact on school pride and community identification.

In December 2008 LCCHS initiated a change to the "late arrival" policy each morning. A practice had developed over the years where students could walk in at various times in the morning and then sit on a bench, thus missing first period. Through a collaborative effort with the entire school community, students were no longer able to enter school late without parental permission. This resulted in late arrivals declining from 10% of the population to 1%. It also eliminated that 10% of the population missing 15% of their school day.

A "Student Lounge" was created at the same time as the "late " policy so as to allow students to have more activities during the lunch hour. As a result, up to 100 students per lunch hour were making use of the "Student Lounge". With the help of our PPO we were able to purchase ping pong tables, fooseball tables, a pool table, as well as other games for the room.

The result of the "late" initiative as well as the "Student Lounge" initiative was that students were more prepared for class each morning. Few students could be seen in hallways during first period each morning. Lunch hours were calmer as well. Students had alternatives to just "hanging". It resulted in more productive afternoon sessions with less disruptive incidences.

LaSalle Community Comprehensive High School					
	2004-05	2005-06	2006-07	2007-08	2008-09
Enrollment	1107	977	986	1033	989
Students Entering with Delay	108	96	82	80	90
Percentatge of students identified with handicaps, Social Maladjustments or Learning Difficulties	18.4%	18%	16.1%	14.5%	15.4%
Integration Rate	99%	100%	100%	99.4%	99.4
Drop out rate	6.9%	5.2%	5.8%		
Graduation Rate	75.4%	81.8%	68.3%		
Qualification Rate	75.3%	77.5%	77.3%		

Result of MELS Uniform Exams					

	June 2005	June 2006	June 2007	June 2008	June 2009
French Sec 5	85.6	91.1			
French Writing			39.0	74.0	67.2
French Reading			29.3	55.7	50.0
English Sec 5	99.1	96.4	91.2	93.8	90.3
Math Sec 436	66.7	53.6	90.2	56.3	
Math Sec 514	60.0	65.1	57.2	60.2	62.2
Physical Science Sec 4	54.9	55.5	58.2	61.3	55.4
History Sec 4	56.1	51.9	65.6	68.5	
Histoire Sec 4	75.0	75.9	84.2	76.7	

Math and Science results would indicate that the level of success has not met an acceptable standard. In order to meet a graduation rate of 80% or higher by 2015 these two subject areas will have to show marked improvement of success in the coming years. In addition, our French "reading" results will need to improve in order to increase our graduation success rate.

Action Plan

Strategic Directions 1: Maximizing Student Success in a Culture For Learning

Objective	Strategies	Indicator	Targets / Results
<p>To increase the graduation/qualification rate.</p>	<ul style="list-style-type: none"> ● Community partnerships including Youth Fusion Academic support. ● Francisation Program supporting Cycle II credit courses in French ● Resource support for at-risk students ● Phoenix Alternative Program for Secondary V Grad Track Students ● Three year WOTP Pre-Work Training Program ● Merging of CFER Recycling program with WOTP Pre Work program. ● Bridge Mathematics course for Mathematices CST IV 	<p>Graduation Rate</p> <p>Number of students successfully completing WOTP Pre-Work Training Program</p>	<p>Increase the Graduation Rate from 72.5% (2009-10) to 80% by 2015</p> <p>Successful WOTP Pre-Work students will account for a minimum of 5% of successful graduates by 2015</p>

Strategic Directions 1: Maximizing Student Success in a Culture For Learning

Objective	Strategies	Indicator	Targets / Results
To Promote an Appreciation of French Culture and Literacy Within the School Day	<ul style="list-style-type: none"> ● Bilingual "morning Announcements" and School Posters and Advertisements ● Francisation Program for out of province students ● Semaine de la Francophonie ● Increase amount of French instruction from 15-30% in Cycle 1 over 5 years ● Use of French at school assemblies and functions ● Encouragement of community partners to engage in French with students ● Support of field trips to French cultural events at all grade levels ● Encourage reading for pleasure en Francais on a daily basis in class. ● Equal billing to the French language in displays, messages, posters, etc. 	<p>Number of outings to cultural events in French per year</p> <p>Use of French for morning announcements, posters, etc</p> <p>Time spent on French "lecture" daily</p>	<p>A minimum of two days per cycle with all morning announcements in French by 2015.</p> <p>A minimum of one outing per year per grade level to a cultural event in French</p> <p>Classroom libraries of a minimum of 75 titles in each French language class by 2015</p>

Strategic Directions 1: Maximizing Student Success in a Culture For Learning

Objective	Strategies	Indicator	Targets / Results
To increase results in Secondary IV History/Histoire	<ul style="list-style-type: none"> ● Encourage the use of LEARN on-line resources ● Evaluation of student placement (History/Histoire) after first year Cycle II (end of Grade 9) ● Targeted professional development session(s) for on-line resource support for students ● Targeted professional development sessions for teachers of History/Histoire at the Cycle II level. 	<p>Success Rate in Secondary IV History/Histoire</p> <p>Number of PD sessions attended by Sec. III/IV History/Histoire teachers per year.</p>	<p>Increase History success rate from 2009 baseline of 68.5% to 73.5% in 2015</p> <p>Increase Histoire success rate from 2009 baseline of 76.7% to 81.7% in 2015</p> <p>Have History/Histoire teachers attend a minimum of three professional development sessions annually by 2015.</p>

Strategic Directions 1: Maximizing Student Success in a Culture For Learning

Objective	Strategies	Indicator	Targets / Results
To increase success rate in Secondary IV Math	<ul style="list-style-type: none"> ● Continue Youth Fusion homework program with Math support ● Math Breakfast Club Secondary IV CST (qualifying course) ● Implementation of on-line Math Help Services program Secondary IV pilot 2011-12 ● Implementation of on-line Math Help Services program school wide 2012-13 ● Spiral Mathematics course for Secondary IV CST students ● Focus "advanced" Math efforts on Science option beginning 2012-13 	Student Success Rate in Secondary IV Mathematics all courses	increase success from 2009 baseline of 62.20% to 67.20% by 2015

Strategic Directions 1: Maximizing Student Success in a Culture For Learning

Objective	Strategies	Indicator	Targets / Results
To increase success rate in Secondary IV Science	<ul style="list-style-type: none"> ● Youth Fusion Robotics Club to encourage students in the Applied Pathway ● Annual School Science Fair ● Participation in Bell Regional Science Fair ● Monitor results in lab portion of Cycle II classes ● Use of technology (IPads) when possible to simulate labs and demonstrations ● Bi-monthly planning meetings for Science Department focussing on learning progression 	Results in Secondary IV Applied and General Science	Increase in Secondary IV Science success rate from 55.4% baseline (2009) to 60.4% by 2015.

Strategic Directions 1: Maximizing Student Success in a Culture For Learning

Objective	Strategies	Indicator	Targets / Results
To increase success rate in Secondary V French Reading	<ul style="list-style-type: none">● Implement "Portfolio d'écriture" across all grade levels by 2015● Implement "Portfolio de lecture" across all grade levels by 2015● Encourage daily reading at all grade levels through the building of classroom libraries● Coordinated bi-monthly planning meetings for department to examine best practices in reading intervention.	Results in MELS Secondary V Uniform Exam results in Reading	<ul style="list-style-type: none">● Increase success rate from 2009 baseline of 50% to 55% by 2015

Strategic Directions 2: Fostering and Supporting Commitment to Professional Growth for All.

Objective	Strategies	Indicator	Targets / Results
<p>Enlist and Recognize the Contribution and Expertise of All Personnel Toward Student Success.</p>	<ul style="list-style-type: none"> ● Encourage the development of Social Programs for students (Life Skills, Strive Program, Self-Esteem, Sex Ed, etc...) ● Commitment to supporting LBPSB Center of Excellence in Mental Health ● Regular Resource meetings ● Intervene with students through use of the Planning Room Technician, FSST, Spiritual Animator, Nurse, Social Worker, Guidance Counselor, Crime Prevention Officer, Psychologist 	<ul style="list-style-type: none"> ● Number of social programs offered to students ● Number of students referred to professionals ● TTFM indicator Sense of Belonging 	<ul style="list-style-type: none"> ● Reduce the number of suspensions by 15% from 2010 baseline ● Increase TTFM "Student Sense of Belonging" (Nov. Results) from 3% above national norm to 5% above national norm by 2015.

**Strategic Directions 2: Fostering and Supporting Commitment to Professional Growth
for All.**

Objective	Strategies	Indicator	Targets / Results
Maximize school level professional development time for greatest efficiency	<ul style="list-style-type: none"> ● Establish school level professional development plan prior to commencement of school year. ● Coordinate school level professional development plan with LBPSB objectives ● Incorporate time for professional development into mini-day agendas ● Build on-line professional development center to share resources 	<ul style="list-style-type: none"> ● Number of mini-days where professional development activities take place ● Number of staff regularly accessing on-line curriculum center 	<ul style="list-style-type: none"> ● minimum of 75% of mini-days with direct professional development activity by 2015 ● minimum of 60% of staff using on-line curriculum center regularly (2x month) by 2015

Strategic Directions 3: Enhancing School Collaboration and Community Partnerships.

Objective	Strategies	Indicator	Targets / Results
To Promote Skilled Occupations and Trades	<ul style="list-style-type: none"> ● Maintain MR3 Program ● Further Develop the POP Program ● implement Projet Particulier at Secondary III ● Regular orientation and promotion of vocational and trade options ● Expand Three-year pre work training program ● Vocational visits and trade fairs ● Class visits by Guidance Counsellor to discuss "Career Paths" and "Career Cruising" ● Guest speaker visits to promote vocational and trade options 	<ul style="list-style-type: none"> ● Percentage of graduating class entering professional programs ● Percentage of students planning to pursue trade or apprenticeship program (TTFM) ● Number of visits to off-site trade/professional program locations ● Number of in-school visits promoting trade/professional programs ● Number of students qualifying from Projet Particulier annually 	<ul style="list-style-type: none"> ● Minimum 10% of graduating class entering professional programs by 2015 ● Maintain percentage of students planning to pursue trade or apprenticeship program (TTFM) at +10% of national average annually ● Minimum of four off site visits to trade/professional training locations or program fairs annually ● Minimum of four in-school visits/information sessions annually by 2015 ● Minimum of 5% of Secondary III population vocational qualified out of Projet Particulier by 2015

Strategic Directions 3: Enhancing School Collaboration and Community Partnerships.

Objective	Strategies	Indicator	Targets / Results
Develop Opportunities for Successful Transitions	<ul style="list-style-type: none"> ● Elementary Articulation Meetings ● Conducting IEP Meetings in June for review in September ● Concentrate integration aide support in Cycle I ● Mini-Day and Open House as transition opportunities ● Cycle I closed groups and curricular clusters ● Bussing For Cycle 1 Students ● Elementary school visits/outreach during school year ● PDIG initiative(Cycle 1/Elementary teachers ● Annex 25 Transition position (25% release) ● Elementary Transition visits (coming to school) for incoming students 	<ul style="list-style-type: none"> ● Success Rates of Students in Cycle 1 ● Student Enrollment Numbers ● Number of elementary outreach visits made annually ● Number of transition visits made by elementary students annually 	<ul style="list-style-type: none"> ● 90% Satisfaction Rate on Open House Questionnaire by 2015 ● Reduce number of repeaters in Cycle I from 10% (2009-10) to 5% by 2015 ● Minimum of six elementary outreach visits per year by 2015 ● Minimum of five transition visits by elementary students annually by 2015

Strategic Directions 3: Enhancing School Collaboration and Community Partnerships.

Objective	Strategies	Indicator	Targets / Results
<p>Enrich Learning Opportunities Through Global Education and Community Partnerships</p>	<ul style="list-style-type: none"> ● Continue to promote relationships with Universities (educaloi, Engineers Without Borders, student-teachers) ● Enhance Community Ties (Big Sisters, Boys and Girls Club, Make the Right Choice) ● Organize Humanitarian/Relief Projects (Free the Children, 30 hr Famine, Canned Food Drive) ● Maintain relationships with Lasalle partners (CLSC, SPVM, Montreal Juniors, City of LaSalle) 	<ul style="list-style-type: none"> ● Opportunities to participate in programs are taken advantage of by students ● Number of student driven community initiatives ● Level of support for regular initiatives ● Number of community partnerships 	<ul style="list-style-type: none"> ● Support a minimum of 80 families annually on school's Christmas Basket drive. ● Support a minimum of one local, one national and one international humanitarian initiative annually ● To sign one new community partnership agreement annually by 2015

Strategic Directions 4: Promoting Wellness in a Safe and Caring Community

Objective	Strategies	Indicator	Targets / Results
Develop a Culture of Pride and Respect for the Environment	<ul style="list-style-type: none"> ● Expand Earth Day Activities ● Continue Development of Recycling Club's Mandate ● Promote student initiatives to improve school environment ● Work with the PPO to finance school initiatives ● Encourage environmental education elements in professional development activities ● Reduce paper consumption via photocopy volume. 	<ul style="list-style-type: none"> ● Number of environmental initiatives undertaken annually ● Volume of paper used in duplication ● Percentage student participation in Earth Day activities 	<ul style="list-style-type: none"> ● Have membership in school's Green Club double by 2015 (10-20 members) ● Reduce expenditures on duplication (photocopying) by 15% by 2015 (\$57k to \$50K) by 2015 ● Initiate a minimum of three environmental initiatives within the school annually by 2015

Strategic Directions 4: Promoting Wellness in a Safe and Caring Community

Objective	Strategies	Indicator	Targets / Results
Support and Expand Programs that Foster Healthy Living	<ul style="list-style-type: none"> ● Continue to Offer Free Meals to Students (meal deal tickets) ● Conduct White Tiger and Wellness Program. ● Continue to utilize the Nurse and Social Worker to promote healthy lifestyles ● Offer a variety of Sports and Sport Options ● Maintain the Lunch and Social Skills Programs for Special Needs Students ● Establish FLASH Committee at school level 	<ul style="list-style-type: none"> ● Percentage of students participating in sports ● Percentage of students participating in school clubs ● Feedback from our in-school CLSC partners ● Maintenance of students in-school during lunch hour 	<ul style="list-style-type: none"> ● TTFM Survey indicator Participaition in Sports maintained at +5% of national average annually ● TTFM Survey indicator Participation in Clubs maintained at +5% of national average annually ● TTFM Survey Indicator Meeting Canada's Food Guide increased from 50% (2011) of students to 60% of students by 2015

Strategic Directions 4: Promoting Wellness in a Safe and Caring Community

Objective	Strategies	Indicator	Targets / Results
<p>Provide a Safe, Secure, Healthy and Welcoming Environment</p>	<ul style="list-style-type: none"> ● Continue to encourage interventions through FFSTT, Planning Room, Extra-Curricular Activities, Sports, Crime Prevention Officer, Student Supervisor to foster appropriate social interaction ● Maintenance of School Uniform. ● Alignment of School Code of Conduct with the LBPSB Safe and Caring Schools Policy ● Use of agenda as a hall pass for students ● Regular patrolling of building to ensure security, maintain exterior doors locked ● Regular Fire Drills/Lock Down Drills ● Annual Lockdown Drill ● Regular Maintenance of Security Cameras and Fire equipment ● Weekly meeting with administration and community crime prevention officers ● Monthly "incident" reports sent to Board office ● School orientation towards LBPSB Digital Citizenship Program ● Monitor school attendance regularly 	<ul style="list-style-type: none"> ● TTFM Indicator Positive Sense of Belonging ● TTFM Indicator Regular Truancy ● TTFM Indicator Positive Teacher-Student Relations 	<ul style="list-style-type: none"> ● TTFM Indicator Positive Sense of Belonging from 69% in 2009 to 80% by 2015 ● Reduce regular truancy rate from 28% of students (TTFM 2009) to 20% by 2015 ● TTFM Indicator Positive Teacher-Student Relations increased 15% from 6.1/10 to 7/10 by 2015

Strategic Directions 5: To promote skilled occupations and trades

Objective	Strategies	Indicator	Targets / Results
<p>To increase student awareness of trades and occupations available to them</p>	<ul style="list-style-type: none"> ● Guidance Support: (job shadowing, career orientation) ● Expand ties. within the community (Make the Right Choice, Equi-T, etc...) ● Maintain MR3 Program ● Further Develop the POP Program ● implement Projet Particulier at Secondary III ● Regular orientation and promotion of vocational and trade options ● Expand Three-year pre work training program ● Vocational visits and trade fairs ● Class visits by Guidance Counsellor to discuss "Career Paths" and "Career Cruising" ● Guest speaker visits to promote vocational and trade options ● Auto and POP Programs 	<ul style="list-style-type: none"> ● Percentage of graduating class entering professional programs ● Percentage of students planning to pursue trade or apprenticeship program (TTFM) ● Number of visits to off-site trade/professional program locations ● Number of in-school visits promoting trade/professional programs ● Number of students qualifying from Projet Particulier annually 	<ul style="list-style-type: none"> ● Minimum 10% of graduating class entering professional programs by 2015 ● Maintain percentage of students planning to pursue trade or apprenticeship program (TTFM) at +10% of national average annually ● Minimum of four off site visits to trade/professional training locations or program fairs annually ● Minimum of four in-school visits/information sessions annually by 2015 ● Minimum of 5% of Secondary III population vocational qualified out of Projet Particulier by 2015