

# Annual Report

## 2013-2014

### **LaSalle Community**

### **Comprehensive High School (LCCHS)**

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

**Principal: Ann Marie Matheson**



**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 is valid until June 30<sup>th</sup>, 2015 and is reviewed on a yearly basis. The agreement is closely aligned with the school success plan for 2010-2015. 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 (2013-2014) successes. This annual report includes information on our success plan results, management and educational success agreement results as well as the school's contribution to the school board's strategic plan. 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

LCCHS	2013-2014
School Capacity	1325
Total Number of Students Registered	805
Programs	<ul style="list-style-type: none"> <li>• Secondary I-V DES (FSL &amp; Immersion)</li> <li>• International Baccalaureate MYP (Sec I-V)</li> <li>• WOTP Pre Work / CFER</li> <li>• Sec 3 Pathways Program alternative class</li> <li>• Sec 4 Pathways Program alternative class</li> <li>• Sec 5/4 Phoenix Program alternative class</li> </ul>
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	245 students on an IEP (=30%)

### LCCHS Mission/Vision

The mission of LaSalle Community Comprehensive High School includes providing education for life-long 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.

#### 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

#### 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

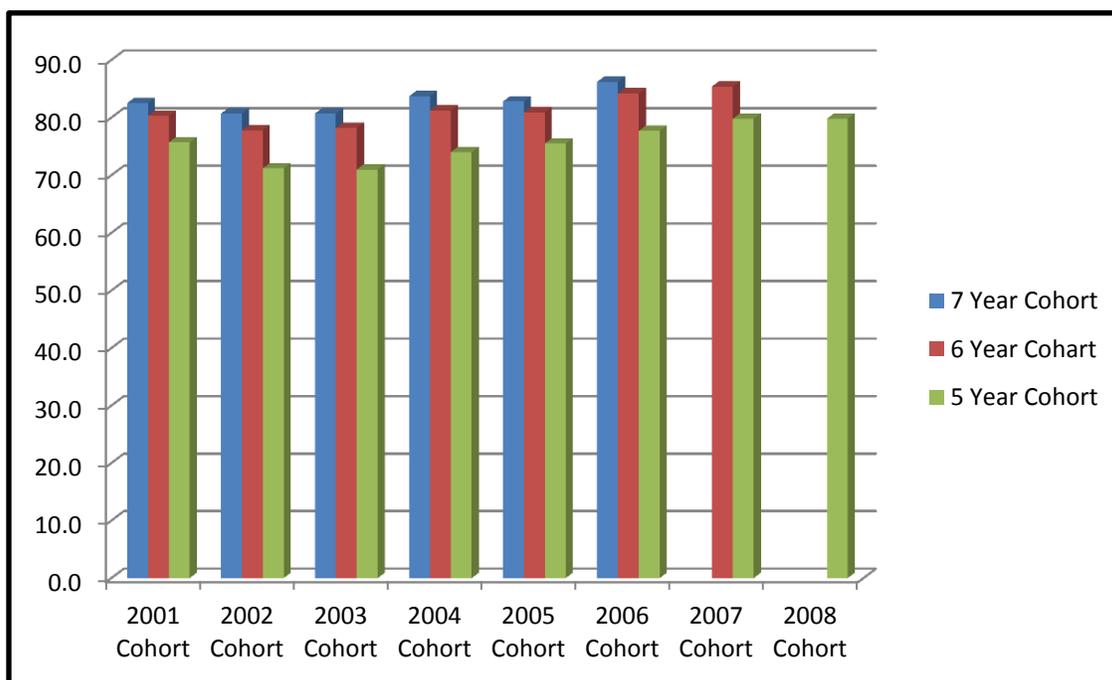
## Goal 1: Increased Graduation and Qualification Rate

### School Board Context

The student success rate in terms of certification and qualification remains an important factor. The graph below summarizes the LBPSB graduation and qualification rate for students under the age of twenty over the past eight years. The MELS has given us the challenge of increasing our graduation and qualification rate to 88% by 2020. We have 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 Continuing Education sector. We have exceeded this target with a graduation and qualification rate of 86.2%. We continue to address the difference in the graduation and qualification rate between boys and girls. As well, all of our elementary schools are working towards increasing their success rate for MELS Elementary End of Cycle III Math exam results.

### LESTER B. PEARSON SCHOOL BOARD

#### GRADUATION and QUALIFICATION RATE



## School Results

<b>Goal 1: Increased Graduation and Qualification Rate</b>				
<b>#</b>	<b>Objective</b>	<b>2009 Baseline</b>	<b>2015 Target</b>	<b>2014 Result</b>
<b>1</b>	A 5% increase in the success rate for MELS Secondary 4 Math Options results by 2015.	CST: 35.2% T&S: 72.7% SCI: 100%	CST: 40.2% T&S: 77.7% SCI: 100%	CST: 73% T&S: N/A SCI: 85.1%
<b>2</b>	A 5% increase in the success rate for MELS Secondary 4 results in General and Applied Science and Technology by 2015.	55.2% (Old Course)	60.2%	Gen: 78.5% App: 90.6%
<b>3</b>	A 5% increase in the success rate for MELS Secondary 4 results in History & Histoire by 2015.	In E: 68.5% In Fr: 76.7%	In E: 73.5% In Fr: 81.7%	In E: 72.9% In F: 93.2%
<b>4</b>	A 20% reduction in the overall number of students who dropout by 2015.	13.2%	10.56%	Not available yet
<b>5</b>	A 25% reduction in the number of boys who dropout by 2015	30.10%	22.58%	Not available yet

### Level of Accomplishment:

- 1) Sec 4 Math CST success rates exceed the 2015 target by almost 33%. The success rates for Science Math have gone up from last year by 8.2% but fall short of the 2015 target by 14.9%.
- 2) The success rates in Science have increased dramatically. LCCHS is delighted to report that we have exceeded the target set for 2015 by 18.3% in General Science and 30.4% in Applied Science.
- 3) The success rate for Sec 4 History is just decimals below the target for 2015 but is 11.5% higher than the target for 2015.

### Situation Analysis:

- 1) When the minimal admission criteria for Science Math 4 are strictly adhered to, the success rate is more likely to be at the targeted 100% rate. But, many parents and students want to be given 'a chance' to take the higher math course despite the risk that they may not pass. LCCHS has allowed some students who fall just below the minimal admission requirements to 'try'. Hence, the success rate is a little lower than targeted.

In order to help better prepare junior students for senior math courses, an extra two periods of Math will be implemented in the Regular Program in Sec 1 & 2. At the end of a one-year pilot period, this will be re-evaluated.

- 2) Creating ONE Science program at the grade 9 level (rather than two) better prepares our students for Sec 4 Science. LCCHS continues to offer students in Sec 5 who have not met their Science requirement at the Sec 4 level to follow the Sec 4 course again and write a supplemental MELS exam.
- 3) LCCHS continues to offer students in Sec 5 who have not met their Sec 4 History requirement to follow the Sec 4 course in English again while in Sec 5 and write a supplemental MELS exam.
- 4) Students in 4PP do not take Science and therefore, have more time to concentrate on History and Math. They take Sec 4 Science the following year.

## **Goal 2: Improved Mastery of English and French Language Skills**

### **School Board Context**

The overall aim of Goal 2 from the Ministry of Education Leisure and Sports is to improve the mastery of the French Language. The Lester B. Pearson School Board, as an English school board, has targeted the improvement of both French and English literacy skills. The Board's goal is not only to graduate students who are bilingual, but who are also bi-literate; able to read, speak and write in English and French. As a result, our focus is an emphasis on early intervention to further improve literacy skills. Our systemic efforts must begin at the elementary level and be maintained throughout the secondary year. This will allow for improvement in our success rates for Secondary V Uniform Ministry Examinations in English Language Arts and French, and increase our students' exposure to French.

### **School Results**

<b>Goal 2: Improved Mastery of English and French Language Skills</b>				
<b>#</b>	<b>Objective</b>	<b>2009 Baseline</b>	<b>2015 Target</b>	<b>2014 Result</b>
<b>1</b>	A 5% increase in the success rate for MELS Secondary 5 results in French comprehension by 2015	Base: 51.5%	Base: 56.5%	Base: 68.4% Enr: 68.9%
<b>2</b>	A 3% increase in the success rate for MELS Secondary 5 results in French writing by 2015	Base: 69.8%	Base: 72.8%	Base: 82.5% Enr: 91.1%

3	An increase in the number of activities which expose students to French (cultural, extracurricular)	NA	5	5+
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### **Level of Accomplishment:**

- 1) LCCHS has exceeded its success rate target for 2015 by almost 12% in the comprehension component for the 'de Base'. The Comprehension success rate for the Enriched program is slightly higher at 68.9%
- 2) LCCHS has exceeded its success rate target for 2015 by almost 10% in the 'de Base' program and by 18.3% in the Enriched program for French writing.
- 3) LCCHS is meeting its target for increasing student exposure to the French language and culture.

### **Situation Analysis:**

Line 1 and 2 show the success rates for two of the three French competencies. Students who struggle in these areas have the opportunity to seek help from their teacher – who offers remediation. Students may also get extra help via the Homework Help Program that runs two days per week after-school and one day per week in the morning. Students with great difficulty are able to get extra in-depth support via the LCCHS Francization program which runs in connection with Resource.

It should also be noted that our overall success rates in French are:

- French Prog. de Base 5: 89.7%
- French Enriched Prog: 100%

- 3) LCCHS continues to strive to increase the number of activities that expose students to the French language and culture. Some of the activities include:
  - A trip to Quebec city
  - A trip to Tadoussac
  - A French novel project across all levels
  - Guest speakers in various classes
  - Outing to a French play
  - WOTP Pre-Work students attend 'Les Olympiades' organized by the Reseau des CFERs and spend two days with students from many French schools offering CFER programs. Other activities such as the 'Environmental Caravans' also encourages interactions in French.

## **Goal 3: Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties**

### **School Board Context**

The Lester B. Pearson School Board is proud to be an inclusive school board where students with special needs are integrated into community schools and classrooms. In each school students with special needs are members of the community receiving support services as indicated by an Individualized Education Plan (IEP). Our focus for the next four years is to increase the qualification rate for our students with handicaps, social maladjustments or learning difficulties. We will continue to implement and support a variety of Work Oriented Training Pathway programs and school-based alternative programs which address the needs of our students and lead to qualification. In addition, the School Board team and individual school teams continue to develop individual and small group programs that respond to student needs. These programs are in line with student IEP objectives and enhance their opportunities for student success.

### **School Results**

<b>Goal 3: Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties</b>				
<b>#</b>	<b>Objective</b>	<b>Baseline</b>	<b>2015 Target</b>	<b>2014 Result</b>
<b>1</b>	To develop and foster Work Oriented Training Paths within LCCHS in order to help students attain certification.	1 program 12 students	2 programs 15-30 students	1 program 21 students
<b>2</b>	To enrich learning opportunities through Global Opportunities and Community Partnerships	Not Established	3 initiatives	3+

#### **Level of Accomplishment:**

- 1) LCCHS only offered one Work Oriented Training Pathway (WOTP) – the Pre-Work Program; which became a Member of the *Reseau des CFERs* in 2013-14. As such, we received funding from the *Reseau* and *Recyc-Quebec* to start our wood recycling business called *CFER LaSalle*. The goal was to have the CFER operational by August 2014. We have achieved this goal.
- 2) We have exceeded our Global Learning Opportunities and Community Partnership goal by having developed partnerships with:
  - Burovision
  - Other CFERs in the Reseau
  - LaSalle Chamber of Commerce
  - The many tradesmen who helped design and set-up our wood-shop
  - The many businesses that allow our year 3 students to complete some of their practicum hours with them
  - LBPSB Vocational Education

**Situation Analysis:**

- 1) It was decided several years ago that due to the limited number of WOTP students in Region 3, Beurling Academy would offer the WOTP Semi-Skilled Trades program and LCCHS would offer the WOTP Pre-Work program. But, due to an increase in demand, LCCHS will re-open their Semi-Skilled Trades Program in 2014-15. Completion of this one year program will permit students, who would otherwise not be eligible, to attend several Vocational training programs.
- 2) New partnerships and learning opportunities will inevitably come out of the creation of the Semi-Skilled Trades Program.

**Goal 4: Promoting Wellness in a Safe and Caring Community****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 elementary and secondary schools are working towards implementing the Healthy Schools Approach, further developing a culture of pride and respect for our environment, and completing a yearly portrait of the school climate in order to continue to prioritize interventions in line with a safe, secure, healthy, and welcoming environment.

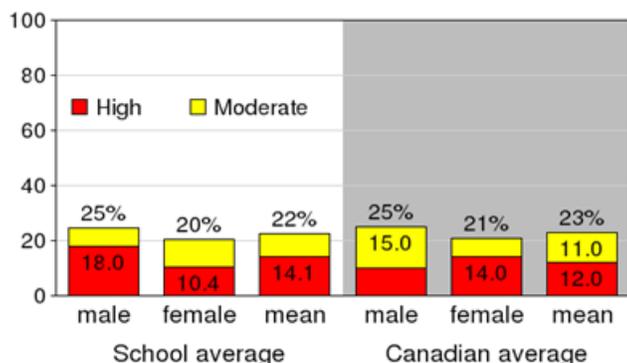
The Secondary School Climate Portrait is developed through the completion of two surveys: the "Safe and Caring Schools Survey" completed with staff and the "Tell Them From Me Survey" completed by secondary school students twice yearly. The secondary school student survey provides 33 indicators based upon the most recent research on school and classroom effectiveness. This year's report provides highlights based on data from 10,499 students in 13 schools.

**School Results**

<b>Goal 4: Promoting Wellness in a Safe and Caring Community</b>				
<b>#</b>	<b>Objective</b>	<b>Baseline</b>	<b>2015 Target</b>	<b>2014 Result</b>
<b>1</b>	The number of initiatives that promote pride and respect for our environment.	NA	2	3
<b>2</b>	Implementation of Healthy Schools Approach.	[ X ] In Progress    [ ] Implemented		
<b>3</b>	Complaints: Bullying/Violence	N/A	N/A	1

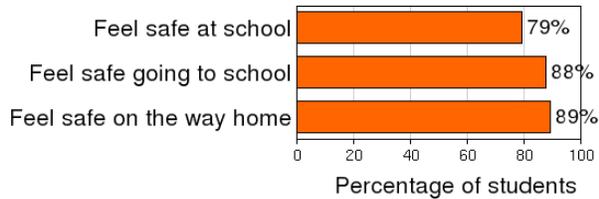
**Level of Accomplishment:**

- 1) LCCHS has exceeded its target by implementing three rather than two initiatives that promote pride and respect for our environment: i) There is an Environment Club at LCCHS that promotes, *recycling, reducing and re-using* materials. ii) There is also a group of students who work with our Spiritual Animator, Mr. Grant, to plant flowers around the school in the spring. This group also looks after the perennial bushes and shrubs. iii) The Pre-work WOTP/CFER class also plants a vegetable garden as a class project. The students learn about gardening and some of the science involved.
  
- 2) The importance of health and fitness is very much implemented at LCCHS: LCCHS offers compulsory Physical Education classes for all students and optional 'Extra Sports' classes in the senior grades. Healthy living choices and the importance of personal fitness are discussed and promoted in these classes. LCCHS is also a member of the Greater Montreal Athletics Association; we registered approximately 25 extra-curricular teams for boys and girls from Sec 1-5. Beyond Physical health, our school nurse, guidance counsellor, drug counsellor, social worker, student counsellor and other professionals promote many prevention and intervention programs to ensure healthy choices pertaining to healthy relationships, use of alcohol and drugs, anxiety and other mental health issues, etc. Awareness and prevention are key to healthy choices.
  
- 3) Results from LCCHS' Spring 2014 Tell Them From Me Bullying and School Safety Report indicate that the percentage of students identifying as victims of bullying sits at 22% which is slightly below the Canadian Average of 23%. Of these students, the majority say they experienced Verbal or Social Conflict at school, while Physical Conflict and Cyber Bullying were identified less frequently. Students identify break periods (22%) and after school (27%) as the most common times during the day when they encounter conflict with peers. All incidents of violence, aggression or bullying were satisfactorily resolved at the school level but one.

**Prevalence of bullying at LaSalle Community Comprehensive (TFM Spring 2014)**

**Situation Analysis:**

- 1) The environment programs in place will continue. LCCHS is always looking for new and innovative projects.
- 2) While many health and fitness teams and options are available to students, some students do not participate. Focus must be placed on reaching those who are not active and participating.
- 3) LCCHS is steadfast in its belief that every student has the right to feel safe and happy at school. As such, incidents of bullying and violence, while very few, are dealt with swiftly and seriously.

**Student Who Feel Safe At School**

The administration holds assemblies, by level, at the beginning of the year to explain the law concerning bullying and violence in schools (Bill 56 / Law 19) and to inform students that they have a responsibility to both prevent and eliminate bullying from our school.

Services available to bullies, bystanders and victims are also explained. This information is also posted on the school's website and in the student handbook/agenda. Students also participate in a week-long Anti-Bullying / Anti-Violence campaign. These practices will be continued.

## **Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training**

### **School Board Context**

The Vocational Education pathway continues to be a growing choice towards graduation for students under 20 years of age as well as being a priority for the Ministry of Education Leisure and Sports. Our Vocational Education Centres provide numerous training programs that lead directly to employability and/or to a career.

The graph below indicates that the Vocational Training sector's contribution to the overall school board graduation rate has increased over the past four years. The vast majority of these students enter without interrupting their studies and with a diploma or qualification. To continue to be successful in this area, our priority is to promote vocational training programs as viable and exciting options towards certification. We feel that by attracting more students to these programs we can improve the opportunities for success of our students.

### **New Registrations Vocational Training Sector for Students Under 20 Years of Age**



## School Results

<b>Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training</b>				
<b>#</b>	<b>Objective</b>	<b>Baseline</b>	<b>2015 Target</b>	<b>2014 Result</b>
<b>1</b>	The number of initiatives that promote vocational education	NA	NA	8+

### Level of Accomplishment:

LCCHS takes part in many activities that promote both Adult and Vocational Education Programs, including:

- The LBPSB Career Fair at PCHS
- Use of Career Exploration software by Guidance Counsellor
- The Vocational Road Show (which comes to LCCHS)
- Class presentations by the Guidance Counsellor to grade 11 students
- An evening presentation to parents and students in grades 10 and 11
- Individual tours of adult and Voc. Facilities (as requested)
- Links with Adult / Voc. Transition Consultant
- Outings to work sites by WOTP students
- WOTP Pre-Work – participation in CFER Caravans and Olympiades

### Situation Analysis:

LCCHS promotes both Vocational Education programs and Adult Education programs such that parents and LCCHS student are aware of what is available to them in the Continuing Education Department of the board. Specifically, LCCHS worked with PACC to develop a program that helps students successfully make the transition from high school to Adult Education. As a result, the transition of many students age 16+ who have gone from the Youth Sector to the Continuing Ed. sector has been successful.

Opening a Semi-Skilled Trades class next year will also promote access to some Voc. Ed. programs for students who may otherwise not have been eligible.

## In Conclusion

### LCCHS Success Rates for June/Aug 2014

Grade	Subject	No. of Students	Success Rate 2014	Success Rate 2013	Success Rate 2012
Sec 4	Math CST 4	111	73%	61.6%	32.4%
	Math SN 4	47	85.1%	76.9%	85%
	Histoire 4 (in Fr.)	44	93.2%	93.6%	67.2%
	History 4	107	72.9%	76.7%	68.2%
	Science & Tech 4	93	78.5%	73.1%	71.3%
	Applied Science 4	32	90.6%	87.8%	48.6%
	Environmental Science 4	25	100%	97.5%	92.7%
Sec 5	French Prog. de Base 5	58	89.7%	96.6%	79.7%
	French Enriched Prog. 5	90	100%	100%	100%
	Math CST 5	94	87.2%	88.5%	63%
	Math Sci 5	50	82%	97.6%	96%
	Math T&S 5	N/A	N/A	97.8%	100%
	Chemistry 5	34	97.1%	97.7%	97.7%
	Physics 5	40	92.5%	97.7%	93%
	English 5	168	97%	98.2%	95.8%

- LCCHS is very proud of its 2014 success rates – see above.
- LCCHS strives to have every student succeed at their highest level of potential and earn either a High School Diploma or a WOTP Certificate.
- LCCHS seeks to graduate bilingual students who are able to live and work in Quebec.
- LCCHS will continue to offer a homework program to its students.
- LCCHS continues to be an important English institution in the city of LaSalle and as such, continues to build and maintain community partnerships that benefit our students and families.
- LCCHS provides a safe and caring school environment wherein instances of bullying and violence, while few, are dealt with swiftly and seriously.
- LCCHS acknowledges that students have different learning needs and as such, offers many different academic pathways to meet the needs of all students. This includes our enriched International Baccalaureate Program, our French Immersion Program, our Regular French as-a-second Language Program, our Sec 3 and 4 Pathway Programs (known as 3PP and 4PP), our Phoenix Program for students 16+ and our WOTP Pre-Work Program.
- LCCHS will continue to foster its close connection with the LBPSB Continuing Education Department – PACC, which is located in LaSalle, in particular.