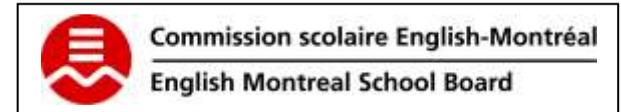


# Success Plan / Management & Educational Success Agreement (MESA)



*Between*  
**ENGLISH MONTREAL SCHOOL BOARD**  
*And*



*James Lyng High School*

*Dates of Annual MESA Agreement*  
*January 31, 2015 - January 31, 2016*

*Dates of Success Plan*  
*January 31, 2014 - January 31, 2017*

## **Purpose of the Agreement**

In order for the school/centre and the school board to comply with the Education Act article 209.2(1)(2)(3)(4), the school board and school/centre must sign a Management and Educational Success Agreement. This must be done annually.

This Agreement outlines the commitments made by the school board and the school/centre to achieve their mission of successfully instructing, qualifying and socializing students. The Management and Educational Success Agreement defines the school/centre role in supporting the school board objectives and targets for student success, within the school board strategic plan and in line with the Ministère de l'Éducation, des Loisirs et du Sport goals.

## **Management and Educational Success Agreement**

### **Explanatory Notes:**

1. The school/centre should become fully familiar with the school board strategic plan and with the Partnership Agreement signed with the Ministère de l'Éducation, des Loisirs et du Sport.
2. The school/centre should review its success plan and ensure that it is aligned with the school board strategic plan.
3. The Management and Educational Success Agreement is signed between the school principal and the director general. This is what makes it a Management Agreement.
4. The Management and Educational Success Agreement must be approved by the governing board after consultation with the staff.
5. The Management and Educational Success Agreement must specify how the school/centre will contribute to the school board objectives and targets for student success as established within the strategic plan.
6. The Management and Educational Success Agreement must outline the resources provided to the school/centre so that it can meet established objectives and targets. Besides a statement referring to general staffing and budgetary allocations, the Agreement must list the resources specific to the school which take into account its particular situation and needs.
7. The Management and Educational Success Agreement must specify the support and assistance measures available to the school/centre. This means any programs and any special centralized support systems which support the school/centre in meeting its targets should be listed. For example, if the board has a system or program for literacy it should be listed here.
8. The Management and Educational Success Agreement must specify how the school/centre monitors its progress towards meeting specific targets and how it reports to its community.

# SECTION 1: SCHOOL SUCCESS PLAN (2014-2017)

## OUR VISION AND MISSION STATEMENTS

At James Lyng High School and Community Learning Centre, we strive to develop a sense of engagement for our students whereby their self worth and innate skills are recognized and supported in an educational environment. The goal is achieved once they see a purpose to successfully completing high school, and feel they can subsequently be meaningful contributors in learning environments or job-related venues beyond the constraints of their immediate community. In order to achieve this, we look toward developing positive partnerships with post-secondary institutions, community organisations, and providers of health and social services as well as working closely with the families of our students.

James Lyng High School offers a caring and supportive environment, and provides different pathways to success for youth, their families, and the South-West community at large. We are welcoming of students of all abilities and aim to foster a shift in the delivery of curriculum to better meet the interests of our students, to validate the experiences and culture of urban youth, and to increase our students' engagement in their academic progression. We believe that our team's support and teaching philosophy can offer great opportunities for student success.

## CONTEXT: OUR SCHOOL /CENTRE PORTRAIT

James Lyng High School is situated in St-Henri and receives most of its students from the South-West borough of Montreal: It is important to note that the concept of "feeder school" has changed for us in recent years. Historically, James Lyng High School relied on 4 or 5 feeder schools from which to draw their study body. Today, probably due to our reputation for servicing students with special needs, we cast a much wider net. Our students come from a variety of municipalities such as Westmount, Chateauguay, Hampstead, Dorval, LaSalle, Lachine, Cote St-Luc, Montreal-West, Town of Mount Royal, Pointe-des-Cascades, Pointe-Claire, Ville St-Laurent, Verdun, and of course, Montreal.

The school presents a true inner city profile. It is rated 10 on the poverty index, the lowest of any English High School in Montreal. During the 2013-2014 school year, 67% of Secondary I students were identified as having specific learning or behavioural difficulties. The health and social services measures for the district reveal serious problems and these are reflected in our youth population. A significant number of our students have at some time had experience with the Department of Youth Protection, and the school makes determined efforts to maintain communication with this agency, as well as dedicating resources to liaison with and support of our parents.

Approximately 52% of our students identify with a visible minority population, including First Nations. The students are gifted in many ways and it is our role to explore all these gifts and to foster the character development which will strengthen youth and the community.

A statistical portrait of our community shows it to be somewhat more disadvantaged than its surroundings. Accordingly, the objectives which the school sets out to achieve must be realistic in this context and part of a long-range plan for improvement in the community (\*Statistics supplied by Réseau Réussite Montréal- Summer 2013).

*Indicator	*Montreal	*South-West (depending on sub-territory)	James Lyng High School
Parents of children aged 0-17 without a diploma, certification, or degree	13%	16%-30%	35%
Below low income cut-off	24%	30%-50%	50%
Single parent families	27%	34%-46%	63%

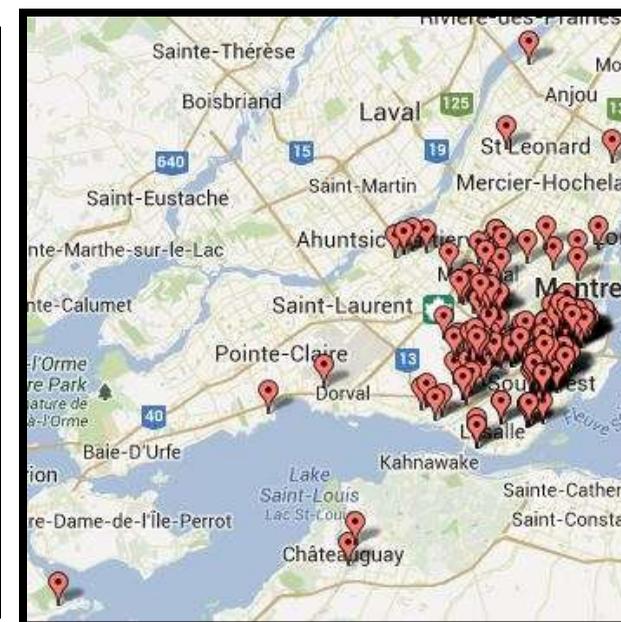
While the situation in the South-West borough of Montreal shows great disadvantage, it would appear that the James Lyng HS population is even more so, particularly evident in the number of single parent households and the proportion of those living below the low-income cut-off. This points to our need to offer additional anti-poverty programs as well as fulfill our education mandate. An additional issue facing us at James Lyng HS is the frequent movement of youth into and out of our school. Changes upwards of 30% can occur from June of one year to June of the next, depending on the academic year.

Students at risk	2013-2014†		2012-2013†		2011-2012		2010-2011†		2009-2010‡		2008-2009‡	
Secondary 1	33	83%	29	74%	-	-	14	54%	13	37%	29	62%
Secondary 2	28	74%	26	55%	-	-	30	63%	27	55%	25	52%
Secondary 3	38	69%	22	52%	-	-	15	42%	20	43%	25	45%
Secondary 4	15	48%	23	47%	-	-	14	29%	18	47%	22	51%
Secondary 5	20	44%	26	58%	-	-	16	36%	17	45%	29	51%
TOTAL	134	64%	126	57%	98	43%	89	44%	95	46%	130	52%

The proportion of James Lyng HS students who have learning or behaviour difficulties or at-risk has been large for many years, and currently exceeds 50% at most levels. The school has become known as one where such students can receive the support necessary to obtain a diploma. The burden of raising the achievement level of such students is great and calls for many additional interventions and support programs.

† Figures represent students who are entitled to special services based on learning or behaviour difficulty or at-risk status and do not necessarily equate to academic performance. Changes in the overall population at each level (ie: student movement in and out of the school) also affect annual percentages of students at risk.  
‡ Data for this year was available only for student with official codes of LD (02) and above and does not include at-risk youth who are entitled to special services according to their IEP.

James Lyng population by district								
Area	2013-2014		2012-2013		2010-2011		2008-2009	
	# students	%	# students	%	# students	%	# students	%
Pointe St-Charles	29	14	21	10	39	18.9	57	22.5
Little Burgundy	19	9.1	17	7	21	10.2	39	15.4
Ville-Emard	35	16.9	31	14	36	17.5	39	15.4
NDG/ Cote St-Luc	41	19.8	46	21	36	17.5	35	13.8
St-Henri	16	7.7	19	9	19	9.2	22	8.6
Verdun/ LaSalle/ Lachine/ West-Island	30	14.2	44	21	28	13.6	22	8.6
Cote-des-Neiges/ Snowdon	12	5.8	17	8	9	4.3	7.9	9
St-Laurent	3	1.4	7	3	5	2.4	9	3.5
Centre/ Centre-East/ Centre-West	11	5.3	-	-	5	2.4	6	2.3
South Shore	2	1	-	-	1	0.4	4	1.6
Other	10	4.8	18	7	7	3.6	-	-
TOTAL	208	100	220	100	206	100	253	100



- The South West/ NDG boroughs continue to represent the largest proportion of the school's population.
- Of particular interest is the proportion of students coming from Lester B. Pearson School Board jurisdiction, which has almost doubled since 2008 (8.6% to 14.2%).
- Similarly, there has been an increase in enrolment from the following neighbourhoods:
  - Pointe St-Charles
  - Little Burgundy
  - Ville-Emard
  - Centre/ Centre-East/ Centre-West
- Almost 5% of our student population come far away: a range of more than 30 km to the east and 43 km to the west of our school

James Lyng Student Population by Gender					
2013-2014		2012-2013		2010-2011	
boys	girls	boys	girls	boys	Girls
62%	38%	64%	36%	57%	43%

The disproportionate breakdown of student population by gender means that it is not possible for James Lyng to maintain its earlier practice of gender-based classroom teaching. It is interesting to speculate on the possible relationship between larger number of boys and the incidence of learning disabilities.

## PROGRAMS AVAILABLE IN OUR SCHOOL

James Lyng High School offers a regular English core program (secondary 1 to 5), leading to a high school leaving certificate. There are two main categories of student needs, which entitle us to additional funding: poverty, and learning and behaviour difficulties. Additional funding is received in order to help the school meet our students' needs. Major additional initiatives include the Urban Arts (already integrated through pilot programs) and plans are underway to explore sports concentrations in both Basketball and Hockey.

### **New Approaches New Solutions (NANS)**

NANS aims to adapt practices at both the school and classroom levels to ensure greater success for students from disadvantaged areas and to decrease the academic gap these students often experience (*source: <http://www.learnquebec.ca/en/content/mels/success/>*). As a category 10 NANS school, these funds are used to support learning through a variety of programs (in the classroom and as field trips), specialized staff (parent-student animator, CLC coordinator), and didactic materials not covered by other sources of funding. In essence, our NANS budget aims to expose our students to opportunities and learning situations that would otherwise go undeveloped. NANS funding becomes a great equalizer in the lives of our students and their families.

### **Réseau Réussite Montréal- Montreal Hooked on Schools (RRM)**

Montreal Hooked on School's mission is to mobilize all partners in Montreal and become a focal point for initiatives that have a positive impact on young people, parents, and other concerned parties, with the objective of increasing school persistence and success, and reconnecting with school (*source: <http://www.reseautreussitemontreal.ca/spip.php?rubrique16>*). James Lyng High School is the centre of services for the South-West Anglophone community. Through RRM, our school is able to offer a wide range of extra-curricular activities to our students (ie: hairdressing, cooking, music, radio, street art, Hip Hop recording), support for students (ie: Leave-Out Violence, tutoring); support for our community (ie: Red Rush). RRM funding goes a long way towards keeping our students in school and connected to our community.

### **Joining Forces**

Our Joining Forces allocation allows the school to find ways to improve student perseverance and success rates. This year's allocation will mostly go towards the salary of a part-time French resource teacher. Historically, James Lyng students have struggled with the acquisition of French Second Language competencies. Our FSL resource teacher will specifically target literacy skills within the FSL programme.

### **Wellness Oriented Program**

The goal of this initiative is to improve student retention and success through extracurricular activities, i.e. activities that occur outside of the student's timetable (*Source: Information document from the EMSB*). This year's allocation will serve to purchase materials for a new hip hop dance program that we have just started, as well as cover expenses related to GMAA sports competitions.

### **FSL-support for Out-of-Province Students**

Through the Canada-Quebec Entente, funding is secured in order to support current students who have come from other provinces within Canada, or from outside the country. This grant allows for the provision of resources (ie: human, didactic), cultural activities, and for professional development. Given our students' struggles with the French language, this allocation helps address our students' needs.

### **Inner-City Operation Renewal (ICOR)**

Our ICOR allocation serves to support student perseverance and success. This year, our ICOR allocation will be used to fund a pilot project on Restorative Justice, which will serve to support our "Discipline with Dignity" approach. Many of our students struggle with self-control and conflict resolution and, unfortunately, this often leads to feelings of hopelessness and defeatism, which in turn, leads to disengagement and school abandonment. Restorative justice practices can remediate this process.

### **Campaign Against Poverty- MELS measure (CAP)**

The Minister of Education, Leisure, and Sports aims to ensure that school who serve underprivileged students are able to impact the health and nutritional needs of their clientele. James Lyng HS receives funding to maintain breakfast, lunch, and snack programs. Our school also receives generous food donations from both Generations Foundation and Share the Warmth, which not only supplements CAP initiative; it also helps address food security concerns for our students' families.

## **PARENT PARTICIPATION**

Parents are a truly valued part of the James Lyng High School community. Parents may participate in their child(ren)'s education through membership with our governing board and parent participation organization. Further, activities are offered to parents such as a parent appreciation dinner and an invitation to attend our annual talent show. We also have a parent-student animator on staff, Maria Di Stavolo, and a mediator, Steve Edwards, who act as a liaison between parents and school. Their role is to be the first line of contact, whether it be to share accolades or concerns.

# SPECIAL EVENTS/ACTIVITIES

## Extra-Curricular Activities

There are many opportunities for students to get involved in extra-curricular activities at James Lyng High School. We offer the following activities at lunch, after school, or on Saturdays:

- Music
- Street Art
- Green Club
- Dance
- Writing Our Rhymes Down (WORD)
- Hairdressing
- Radio
- Cooking
- Karate
- Running
- Basketball (boys)
- Soccer
- Social Justice Club
- Art Club
- Chess Club
- Cool Math
- Homework club
- Leadership
- Student Council
- Knitting Club
- DJing (new)
- Woodworking (new)
- Graffiti (new)
- Sexual Health Club
- Hockey (new)

## Community Learning Centre (CLC)

James Lyng High School is a Community Learning Centre: This initiative is a diverse group of community schools that serve as “hubs” for English-language education and community development. CLCs provide a range of services and activities- often beyond the school day- which help meet the needs of the students, their families, and the wider community (LEARN).

Through the CLC, we have developed meaningful and impactful partnerships with organizations such as:

- CLC Network PRT (Community Learning Centre – Project Resource Team)
- AEVS (Laurier MacDonald Career Centre/Rosemount Technology Centre/Marymount Adult Centre)
- LOVE (Leave Out Violence)
- Youth Fusion
- Generations Foundation
- Youth Coalition Against Smoking (YCAS)
- ACCM (AIDS Community Care Montreal)
- Saint Columba House
- AAESQ (Association of Administrators of English Schools in Quebec)
- YMCA Point Saint-Charles YIP (Youth Inclusion Project)
- Air Canada
- CHSSN (Community Health and Social Service Network)
- Montreal Alouettes (Adopt an Alouette program)
- BUMP (Burgundy Urban Mediation Project)
- Montreal Community Cares
- Mtl Bboying
- Salon Luv
- Montreal Children’s Library (Mother Goose)
- Sharman Yarnell
- Tyndale Saint Georges
- Share the Warmth
- ALCC (Atwater Library & Computer Centre)
- RECAA (Ressources Ethnoculturelles Contre l’Abus envers les Aînées)
- McGill University
- TRAC (Travailleurs de rue Action Communautaire)
- CSSS
- QAHN (Quebec Anglo Heritage Network)
- Quebec Writers Guild
- AMI Quebec (Action on Mental Illness)
- Mental Illness Foundation
- CCS (Catholic Community Services)
- RESO (Regroupement Économique et Social du Sud-Ouest)
- CJE- Sud-Ouest & NDG (Carrefour Jeunesse Emploi)
- CEDEC (Community Economic Development and Employability Committee)
- Erin Sports Association
- Fondation Marc et Christine Bruneau
- State Street CAF (Charity Aid Foundation)
- BCRC (Black Community Resource Centre)
- San Giovanni Bosco Golf
- Kazuko Kai Dojo
- Trebas Institute
- Trevor Williams Institute
- Erikson Audio

## SECTION 2: MANAGEMENT AND EDUCATIONAL SUCCESS AGREEMENT (MESA) 2014-2015

### ALIGNEMENT OF GOALS AND OBJECTIVES:

Our school success plan/MESA is based upon the aims and objectives elaborated in the MEESR and English Montreal School Board's strategic plan with particular emphasis on the MEESR-EMSB Partnership Agreement. Our Success Plan/MESA elaborates the actions, measures and methods for ensuring that each student achieves success in his/her academic growth and personal development. This section is to be revised and updated annually. Our school MESA includes the following objectives:

#### MEESR/EMSB Goal 1: Increased graduation rates and qualifications before age 20

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring

<p>To increase the percentage of students who obtain qualification and certification after 7 years.</p>	<p>The rate of EMSB students who obtain certification and qualification after 7 years.</p>	<p>By June 2014, 86% of students will obtain qualification and certification. (7 year cohort)</p>	<p>Increase the percentage of youth who obtain MELS certification.</p>	<p>Completion of qualifications for certification in MELS programs</p>	<p>Increase by 2% annually the proportion of Secondary 5 students from James Lyng HS who obtain certification in MELS programs</p>	<p>(1) The Work Oriented Pathway began during the 2010-2011 school year and offers students another option for certification.   (2) Secondary 5 students in good standing who are not successful on MELS high school leaving exams may return for a semester of full instruction to prepare for January supplemental exams (Year 6 program)   (3) Academic mentoring of targeted students   (4) Launching of 15+ program (derogated Sec 3)</p>	<p>Increased Teaching time in core with one main teacher   Teacher-lead tutorials   Tutoring and more class time in core subjects   Stage placements</p>	<p>September 2015 – June 2016   September 2015 – June 2016   September 2015 – June 2016   September 2015 – June 2016   In the Fall</p>	<p>Attendance reports  Visits to stage placements  Youth worker Intervention and follow up;   Teacher, guidance counselor, and administration review</p>
<p>.</p>			<p>To increase the rate of success on the MELS uniform Mathematics examinations</p>	<p>MELS success rate on MELS uniform Mathematics 404 examination (Uniform Examination results published annually in June).</p>	<p>Increase the success rate on MELS uniform Mathematics 404 to 60%.</p>	<p>(1) “Math Express” (563-453) remedial preparation spreads the course content of Secondary 4 Math over two years for all students, starting in Sec. 3   (2) Intensive additional instruction for targeted students in Secondary 4 and 5, and additional tutorials for secondary 4 and 5</p>	<p>AEVS Career Fair   In-house workbook   Teacher-led tutorials   Tutoring</p>	<p>September 2015 - June 2016   September 2015 - June 2016   September 2015 - June 2016 and additional periods</p>	<p>Math teacher, guidance counselor, and administration will review course results by term.   Math teachers will review progress monthly and</p>

								before exams	submit findings to VP.
To increase the rate of success on the MEESR uniform History and Citizenship examinations.	MEESR success rate on uniform History and Citizenship 414 examination.	Increase the success rate on MEESR uniform History and Citizenship 414 to 75%.			June 2013  Increase annually by 2% (from 63% in 2013) the success rate on the History 404 final	(1) Eligible secondary 5 repeaters incorporated into youth sector within 7-year cohort  (2) Review previous exams -consult item analysis -material covered -success strategies -practice	Teacher-created review packages  Teacher-led tutorials  Make us of SOS learn online tutorials  Teacher-student conferences	September 2015 - June 2016  September 2015 - June 2016	MEESR supplemental results, January 2016  Teacher, guidance counselor, and administration will review course results by term

<p><b>SCHOOL PERSEVERANCE</b></p> <p>Decrease the number of student leavers without qualification or certification.</p>	<p>MELS - number of student leavers without qualification and certification published annually by MELS</p>	<p>Decrease by 47 students from baseline (335- 2009) the number of student leavers without qualification and certification.</p> <p>Target reduction 2014-288 students</p>	<p>Decrease by 3 students annually (6%) the number of student leavers without qualification and certification</p>	<p>The rate of certification of youth in MELS programs</p>	<p>An annual increase of 6% in the certification of youth in MELS programs.</p>	<p>Offer a Semi-Skilled Work Oriented Pathway program for qualified students</p> <p>Intensive academic support for core subjects (Math, History, FSL)</p> <p>Partnerships through James Lyng HS CLC for support programs for students and their families</p>	<p>WOTP teacher allocation to oversee work placements</p> <p>Teacher release to create adapted materials</p> <p>CLC partners</p>	<p>September 2015 – June 2016</p> <p>September 2015 – June 2016</p> <p>September 2015 – June 2016</p>	<p>Monthly Progress reports for work/ study students reviewed;</p> <p>Teacher review of exam results</p> <p>Monthly attendance reports; movie passes/breakfast club, letters home.</p>
<p>To increase the level of literacy of Secondary cycle 1, year 1 cohort.</p>	<p>The percentage of cycle 1, year 1 cohort that are reading at grade level.</p>	<p>Increase to 90%, the percentage of Secondary cycle 1, year 1 cohort that is reading at grade level.</p> <p>Baseline to be determined by September 2012</p>	<p>To increase the level of literacy and overall comprehension among the secondary cycle one cohort</p>	<p>Standardized test/ re-test (Weschler) will establish grade level</p>	<p>Annual increase of 1.5 grade levels until grade parity is achieved for 80% of cycle one students</p>	<p>Advanced Five literacy program integrated in regular classroom</p> <p>Provision of reading materials adapted to varying needs and ability levels within classroom</p> <p>Literacy resource period built into the students' schedule</p> <p>Small-group resource periods daily, using SoundPrints program, for targeted students</p>	<p>Leveled texts</p> <p>High interest/ low vocabulary readers</p> <p>Additional computer terminals in the classroom; lap tops for students with specific needs</p>	<p>September 2015 – June 2016</p> <p>September 2015 – June 2016</p> <p>September 2015 – June 2016</p>	<p>Resource Teachers will meet bi-weekly with students to review reading records</p> <p>Reading assessments will be done by guidance and resource personnel of students' work techniques, oral performance,</p>

							Audio stations/ Audio books	September 2015 – June 2016	assignments and reading records
							Sound charts	September 2015 – June 2016	
							Word banks	September 2015 – June 2016	
							Power Word material	September 2015 – June 2016	

**MELS/EMSB Goal 2: Improved Mastery of the French Language (French Reading & Writing- SECONDARY)**

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
<p><b>FRENCH READING: (SECONDARY)</b></p> <p>To improve French reading skills of all high school students enrolled in the FLS base program by the end of Secondary V.</p>	<p>Number of students who obtain 60% or more on the FSL Sec V FLS MELS uniform examination (reading component)</p>	<p>An 80% success rate for all high school students enrolled in the FLS base program by the end of Secondary V.</p>	<p>Increase the percentage of students who are successful on secondary 5 end-of-cycle FSL reading examination</p>	<p>The success rate of students on secondary 5 end-of-cycle FSL reading examination</p>	<p>Incremental improvement by 2% per year of success rates on secondary 5 end-of-cycle FSL reading examination based in a baseline of 63% in June 2013</p>	<p>A FSL tutor will work intensively with students at risk of failure</p> <p>Supplementary use of the Rosetta Stone type software for targeted students</p> <p>Secondary 5 students in good standing who are unsuccessful in June will be permitted to return for further instruction prior to January supplemental exams</p> <p>Teacher-led tutorials</p> <p>Early intervention (sec 1 and 2) FSL literacy program</p>	<p>Tutor</p> <p>Rosetta Stone type software</p> <p>FSL teacher</p> <p>FSL teacher</p> <p>FSL resource teacher</p>	<p>September 2015 – June 2016</p>	<p>Teacher, guidance counselor and Administration review of end-of cycle results</p>
<p><b>FRENCH WRITING: (SECONDARY)</b></p> <p>To improve French writing skills of all</p>	<p>Number of students who obtain 60% or more on the FSL Sec V FLS</p>	<p>To maintain an 83.0% success rate in for all high school</p>	<p>Increase the percentage of students who are successful on</p>	<p>The success rate of students on secondary 5</p>	<p>Incremental improvement by 2% per year of</p>	<p>A FSL tutor will work intensively with students at risk of failure</p>	<p>Tutor</p>	<p>September 2015 – June 2016</p>	<p>Teacher, guidance counselor and Administration</p>

<p>high school students enrolled in the FLS base program by the end of Secondary V</p>	<p>MELS uniform examination (writing component)</p>	<p>students enrolled in the FLS base program by the end of Secondary V</p>	<p>secondary 5 end-of-cycle FSL writing examination</p>	<p>end-of-cycle FSL writing examination</p>	<p>success rates on secondary 5 end-of-cycle FSL writing examination based in a baseline of 33% in June 2013</p>	<p>Supplementary use of the Rosetta Stone type software for targeted students</p> <p>Secondary 5 students in good standing who are unsuccessful in June will be permitted to return for further instruction prior to January supplemental exams</p> <p>Teacher-led tutorials</p> <p>Early intervention (sec 1 and 2) FSL literacy program</p>	<p>Rosetta Stone or equivalent software</p> <p>FSL teacher</p> <p>FSL teacher</p> <p>FSL resource teacher</p>	<p>September 2015 – June 2016</p> <p>September 2015 – June 2016</p> <p>September 2014 – June 2015</p>	<p>review of end-of cycle results</p> <p>Monthly progress reports.</p>
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**MELS/EMSB Goal 2: Improved Mastery of the English Language (English Reading & Writing- SECONDARY)**

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
<b>ENGLISH READING: (SECONDARY)</b>  To maintain yet always aiming to improve English reading skills of all high school students by the end of Secondary V.	Number of students who obtain 60% or more on the reading component of the MELS Sec V ELA uniform exam.	To maintain a 90% success rate on the reading component of the MELS Sec V ELA uniform exam.	Increase the percentage of students who are successful on secondary 5 end-of-cycle ELA reading examination	The success rate of students on secondary 5 end-of-cycle ELA reading examination	Incremental improvement by 2% per year of success rates on secondary 5 end-of-cycle ELA reading examination based in a baseline of 85% in June 2013	Secondary 5 students in good standing who are unsuccessful in June will be permitted to return for further instruction prior to January supplemental exams	Teachers	September 2015 – June 2016	Teacher, guidance counselor and Administration review of end-of cycle results
						Teacher-led tutorials	Teachers	September 2015 – June 2016	
						Early intervention (sec 1) ELA literacy program	Resource teacher	September 2015 – June 2016	
To maintain yet always aiming to improve English writing skills of all high school students by the end of Secondary V	The number of students who obtain 60% or more on the Secondary V English examination (ELA), written production component	To maintain a 90% success rate on the Secondary V English examination (ELA), written production component	Increase the percentage of students who are successful on secondary 5 end-of-cycle ELA writing examination	The success rate of students on secondary 5 end-of-cycle ELA writing examination	Incremental improvement by 2% per year of success rates on secondary 5 end-of-cycle	Secondary 5 students in good standing who are unsuccessful in June will be permitted to return for further instruction prior to January supplemental exams	Teachers	September 2015 – June 2016	Teacher, guidance counselor and Administration review of end-of cycle results

					ELA reading examination based in a baseline of 67% in June 2013	Teacher-led tutorials  Early intervention (sec 1) ELA literacy program	Teachers  Resource teacher	September 2015 – June 2016  September 2015 – June 2016	
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### MEESR/EMSB Goal 3: Improved Levels of Retention and Academic Success for Certain Target Groups (special needs)

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
To increase success rates of students (within the 7-year cohort) identified as at-risk and /or having learning and or behavioural difficulties (with an IEP) who will graduate with a Diplôme D'études Secondaires (DES) and Diplôme D'études Professionnelles (DEP).	The number of students identified as having learning and or behavioural difficulties and the number of at-risk students with an Individualized Education Plan (IEP) who will graduate with a Diplôme D'études Secondaires (DES) and Diplôme D'études Professionnelles (DEP).	To increase by 5% the number of students identified as having learning and or behavioural difficulties and the number of at-risk students with an Individualized Education Plan (IEP) who will graduate with a Diplôme D'études Secondaires (DES) and Diplôme D'études Professionnelles (DEP) from a baseline to be established in	To increase the number of students within the 7-year cohort identified as having learning or behavioral difficulties as well as the number of at-risk students with an IEP, who will graduate with a DES.	Pass rates on MEESR exams in all Secondary 5 subjects	Increase by 3% the graduation rate (DES) among identified special needs students. The Baseline is established as of June 2012 with 36% graduation for DES and 73% for WOTP	Math) Math Express allows students on IEP's to complete their graduation requirement over 2 years  (History) Secondary V students who have been unsuccessful in their Secondary IV requirement may repeat this course in Term 1 and 2 of Secondary V to prepare for January supplemental exam  (French) Intensive tutoring and resource periods in small groups for targeted special needs students	Smart Board  Rosetta Stone software  Leveled texts for ELA and FSL  Audio books in English and French  Timeline templates for History  Math Help	September 2015 – June 2016	Teachers will review homework assignments weekly  Chapter tests  Practice exams  Term and year-end exams (MELS, EMSB, and in-school)

		2010-11			among Special Needs students.	Course notes will be prepared by teachers and given to targeted special needs students  Use of Scribes and Readers/WORD Q during examination periods	Services		
To increase the number of students (within the 7-year cohort) identified as having handicaps who will graduate with qualification of Pre-Work Training Certificate (PWTC) and Training Certificate for Semi-Skilled Trade (TCST).	The number of students (within the 7 year cohort) identified as having handicaps who graduate with Pre-Work Training Certificate (PWTC) and Training Certificate for Semi-Skilled Trade (TCST).	To increase by 30% over the June 2010 baseline, the number of students identified having handicaps, who will graduate.	Increase certification rate of students within 7 year cohort	Percentage of students receiving Ministry Certification within 7 years	Baseline established as of June 2013 with 71% success rate among WOTP students	(For students failing to achieve competencies at the end of secondary cycle 1) <ul style="list-style-type: none"> <li>• Focus on core subjects (English, French, Math) to increase exposure and abilities in these subjects</li> <li>• Urban Arts themes and activity integration into curriculum</li> <li>• Direct targeted students to work/study Pathway where appropriate to their abilities and interests</li> <li>• Adapted/Modified Exams</li> </ul>	Community organizations and businesses offering <i>stage</i> placements  Guest speakers  Community animator to liaise with students and <i>stage</i> sites		Teacher-created portfolio of evaluation will be reviewed 3 times per year

**MELS/EMSB Goal 4: Healthier and Safer School Environments**

School Board			School /Centre						
Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
To reduce the percentage of elementary and high school students who are victims of bullying.	The percentage of elementary and high school students who are victims of bullying as measured by the Tell Them From me (TTFM) Survey	To reduce by 5% the percentage of elementary and high school students who are victims of bullying.	Reduce experience of bullying.	Data gathered from the Tell Them From Me student survey	Incidence of Bullying will decline from present rate of 22% (according to TTFM survey- 6.4% office referrals)	Timely intervention meetings with targeted youth by Guidance and youth workers  Integration of Community Youth Worker into school strategy  Restorative Justice program	Guidance  Youth Workers, BUMP  Teachers, project coordinator	June 2016	Anecdotal reports from Guidance  Administration review of data related to discipline  Anonymous bullying reporting boxes

						Peer mediation program	Students		and emails
To increase students' feelings of school safety	The percentage of elementary and high school students who report increased feeling of school safety as measured by the Tell Them From Me (TTFM) Survey.	To increase by 5%, elementary and high school students' feelings of school safety	Increase sense of safety at school	Tell Them From Me (TTFM) survey  Feedback from Leave Out Violence coordinators	Reported feeling of Safety at School which has increased from baseline rate in 2012.	Leave Out Violence (LOVE) group intervention with selected students  Anonymous Bully-Reporting website and Bully boxes  Increase opportunities for participation in extra-curricular activities	LOVE  Anti-Bullying, Anti-Violence Action Plan (update in progress)	September 2015 – June 2016  September 2015 – June 2016	Administration review of Data collection from Complaints and reports.  Presence at after school programs  Participation rate in extra-curricular activities

**MELS/EMSB Goal 5: Increased Enrolment of Students under 20 in Vocational Training**

<b>School Board</b>	<b>School /Centre</b>
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Objective	Indicators	Target	Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
To increase the number of new registrants under the age of 20 in Vocational Training.	Number of new registrants under the age of 20 in Vocation Training.	To increase by 10% within the next four (4) years the number of new registrants under the age of 20 using the baseline year of 2007-2008 (208 students)	To increase knowledge of Vocational Training programs  To facilitate,expand enrollment in WOTP, 15+.	The percentage of eligible students who apply to Vocational Education programs;  Visits and exposure to voc. Ed. Centers and industry sites	To increase yearly by 1-2 students, the number of students who register for vocational training as a continuation of their educational career	Use of career choice software  Attendance at Career Fairs  Visits to Vocational Centers  Students for a day program  Work-Oriented Pathway  Exploiting Entrepreneurial experience of staff.  After School vocational clubs (woodworking, hairdressing, cooking)	Career choice software "101 trades," Take Your Pick," "Clickvoc," "Career Cruising."  CLC partnerships  Hairdressing Room  Woodworking Room  Cooking Program	September 2015 – June 2016	Guidance will track number of students using software programs  Data will be collected on number of student visits to career fair and tech/voc schools  Guidance will interview eligible secondary IV and V students and retain records of their post-secondary plans  Participation and completion rates of Work Oriented Pathway program  Student participation in ECA vocational programs

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# SECTION 3: SCHOOL SUCCESS PLAN/MANAGEMENT & SUCCESS AGREEMENT

## SCHOOL SUCCESS PLAN Objective(s) 2014-2017

Objective	Indicators	Target	Strategies	Resources	Timeline	Monitoring
A majority of students in cycle 1 will participate in appropriate after-school supervised activities, fostering health, academic success, and employability skills (MEESR goals 1, 3, 4, 5)	<p>Participation rates in extra-curricular activities.</p> <p>Attendance data from extra-curricular activities.</p>	To increase our participation levels within cycle 1 of students involved in extra-curricular activities to 60% from the 2013 baseline of 51%.	<p>Offer a wide-range of ECAs to meet a variety of interests.</p> <p>Offer incentives for participation, such as House Points, or prizes for high participation.</p> <p>Ensure that ECA moderators are sensitive to students' needs and focus on developing relationships with students.</p> <p>Discuss with students how to create links between their interests and possible future careers</p>	<p>School personnel</p> <p>Hired ECA moderators</p> <p>Community partners</p> <p>JLHS CLC</p> <p>New Recording studio in oasis (former chapel)</p>	<p>2014-2017 (ongoing)</p> <p>2014-2017 (ongoing)</p> <p>2014-2017 (ongoing)</p> <p>2014-2017 (ongoing)</p>	Indicators will be monitored every term, by the ECA moderators, CLC coordinator, and school administration.

## Our Professional Development Plan: Preparing Our Staff 2015-2016

<b>OBJECTIVES</b>	<b>GRADE LEVELS &amp; SUBJECT AREA</b>	<b>INTERVENTIONS/STRATEGIES REQUIRING PD</b>	<b>PD PLAN</b> (ex. name of workshop, date PD will be offered, resources involved (human or financial), etc.)
To improve our collective understanding of what is meant by "Urban Arts School".	Sec 1-5 All Subjects	Planning the implementation of James Lyng HS's Urban Arts Program	Workshops and planning committee lead by D. Cauchi (Principal) <ul style="list-style-type: none"> <li>• Aug 27, 28, 2015. Spoken Word and urban arts. Sept. Bronwen Low (McGill), coordinator and conference lead. Ongoing, Scheduled Team meetings and work sessions with key staff to collaborate on lesson planning/ scaffolding-with EMSB Domain consultants</li> </ul>
To support staff with strategies and resources for dealing with challenging students	Sec 1-5 All Subjects	Differentiation	<ul style="list-style-type: none"> <li>• PLC workshop Aug 25th, 2015, Charlie Appelstein. cluster consultants</li> <li>• Follow up meeting, in-school training planned, cluster consultants or subject-specific consultants, on-going and follow up to March 26, 2014.</li> </ul>
To ensure that all students are learning at a higher level	Sec 1-5 All Subjects	PLC/Data Teams	<ul style="list-style-type: none"> <li>• MDT Team formed, led by C. Marriot and N. Pomilio. Targeting students who are within range of fulfilling DES requirements but who require additional mentoring, support from key staff; monthly meetings and PLC with team and guests; follow up as of October 15th, 2015; ongoing</li> </ul>

## **Monitoring and Accountability Measures:**

At the end of every term, data from Lumix is used to determine student success rates. The administrative team conducts an analysis of failures, and compares data to parent communication logs in order to ensure that parents and staff are aware of necessary improvements. Results are presented to our staff and become part of discussions at the PLC level, and adjustment to planning ensues.

Results are shared with our Governing Board at the end of each term.

## **Resources Allocated to the School/Centre:**

### **STUDENT SERVICES**

James Lyng High School receives an allocation of:

- 2.8 resource teachers;
- 2.5 Child Care Workers- Handicapped Pupil Attendants;

- 2 Child Care Workers- Behaviour Technicians;
- 0.6 Guidance Counselor

### **HUMAN RESOURCES**

James Lyng High School receives an allocation of:

- 11.2 teachers;

### **FUNDING**

See “programs available in our school” section on page 4

## **Support and Assistance Measures Available to the School/Centre:**

- Smart Board
- Rosetta Stone software
- Leveled texts for ELA and FSL
- Audio books in English and French
- Timeline templates for History
- IXL software for Math support.
- Scribes and Readers
- Advances Five literacy program
- SoundPrints
- Audio stations/ audio books
- Sound Charts
- Word Banks
- Power Words

## Summary:

As all the stakeholders in the School/Centre Community work cooperatively together, supporting each other, we are able to achieve success for our students. Our commitment to success is of paramount importance as we implement, monitor and adjust the objectives we have outlined for our school this year. The professional development needs that are required are important to the achievement of these goals and are detailed in the School Professional Development Plan.

## Signatories of the Agreement:

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A.M Matheson, Director General EMSB

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Date

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D. Cauchi, Signature of Principal

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Date

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P. Miniaci, Deputy Director General EMSB

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Date

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D. Blais, Signature of Governing Board Chair

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Date

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P. Nickelotopoulos, Signature Regional Director

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Date