

MACDONALD HIGH SCHOOL 2015-2016

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



Together We Learn:
Partnering for Student Success



Lester B. Pearson
School Board

Commission scolaire
Lester-B.-Pearson

Introduction

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

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

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

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

School Portrait: Macdonald

	2015-16
School Capacity	905
Total Number of Students Registered	815
Programs	Enriched, Immersion and Core Programs
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	246

School Mission/Vision (from Educational Project) School Mission/Vision

Macdonald High School continues to be committed to offering a well-rounded education in a safe and caring environment. We believe that each and every student has the potential to be successful. Our community-based approach to education is based on the following principles:

- Preparing students for graduation and higher education ensures that course content and evaluation at all grade levels is consistent with the requirements for each subject competency.
- All students have the innate right to be adequately prepared academically and socially, to make informed decisions regarding their future choices, and to take their place as active contributors in the community.
- A student's best chance at overall success will be achieved through the combined support of the whole Macdonald High School community: teachers, resource personnel, professionals, administration, community office, parents, community partners and peers.
- The provision of a variety of extracurricular activities (sports, arts, robotics and community involvement) complements and develops the skills learned in the classroom. We will endeavour to support all students as they progress academically and socially to reach their full potential.

Goal 1: Increased Graduation and Qualification Rate:

School Board Context:

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

Local Results

Goal 1: Increased Graduation and Qualification Rate					
#	Objective	2009 Baseline	2015 Target	2015 Result	2016 Result
1	A 5% increase in the success rate for MELS Secondary 4 Math Options results by 2015.	CST-59.6 T&S/SCI 67.1	CST-64.5 T&S/SCI 89.3	CST-77.1 SCI 91.9	CST-91.2 SCI 98.8
2	A 3% increase in the success rate for MELS Secondary 4 results in General and Applied Science and Technology by 2015.	70.9	85	86.5	94.1
3	A 3% increase in the success rate for MELS Secondary 4 results in History & Citizenship Education by 2015.	90.0	87	92.4	96.1
4	A 20% reduction in the overall number of students who dropout by 2015.	17.4%	87.3%	92.5%	98.7%
5	A 25% reduction in the number of boys who dropout by 2015	N/A	N/A	√	√

An analysis of the results indicates:

- In the Secondary Math examinations, since we have refocused our programs and reorganized the Math department, we have exceeded the 2015 targets.
- In the Secondary 4 General and Applied Science and Technology examinations we are doing well and have attained our 2015 target.
- The Secondary 4 History and Citizenship Education examination, when the supplemental exams results were taken into account, have remained stable and are very close to the suggested target.
- Our graduation rate is well above the provincial average, and is among one of the highest in the Lester B. Pearson School Board. The results for objectives 1, 2, and 3 have significantly contributed to our successful overall graduation rate.

Observations:

We are encouraged by the significant gains being made by students in all subject areas. Departments have collaborated to construct standard guidelines and expectations for each grade level. Departments will continue to identify areas of strength and weakness and work to maintain success rates and develop strategies to improve areas of concern. Breaking down challenging concepts and topics, and introducing them at earlier grade levels increases students understanding of the curriculum as well as make certain that all topics are covered in preparation for MEESR exams. As well, early intervention strategies are now in place to identify and assist students with literacy challenges.

The current Secondary 4 History, Math and Science curriculum has been implemented at lower grade levels to provide students with optimal learning environments to support differentiated instruction, learning within authentic contexts, and realistic time for review. Initiatives, such as tutorial clubs, have been implemented for Secondary 4 History, Math and Science students in order to maximize opportunities for success.

Teachers feel that the lunch-hour tutorials and school-wide literacy initiatives have contributed significantly to these positive results. Increasing online presence with comprehensive websites and videos also greatly contributes to student success.

As a result of our progressive array of in-school alternative learning programs (i.e. Bridge and the Work Oriented Training Path) and the individualized support provided by our first-class Resource Department, we have continued to see a steady increase in the graduation rate, as well as a significant decline in students leaving school without the qualifications to pursue vocational education opportunities. Our educators encourage and assist students in identifying and practising individual learning strategies that will help them overcome academic and motivational challenges, as they work their way toward graduation and qualification for post-secondary pursuits.

A creative mind will be essential to solving tomorrow's complex problems and providing new solutions to many issues we face today. The four Arts programs offered at Macdonald High, (Dance, Drama, Music and Visual Arts), aim to foster and nurture these creative minds. They also develop talent, help students build self-confidence and a sense of belonging, encourage school spirit and promote a general sense of well-being by reducing anxiety and stress.

The successful implementation of the Mobile Labs/Bring Your Own Device Technology Program has greatly exceeded our expectations. Staff and students have openly embraced the pedagogical opportunities afforded by the integration of technology in the learning environment.

Goal 2: To Improve the Mastery of Language Skills and increase the success rates on Sec. V French Reading and Writing exams.

School Board Context:

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

Local Results

Goal 2: Improved Mastery of English and French Language Skills					
#	Objective	2009 Baseline	2015 Target	2015 Result	2016 Result
1	A 3% increase in the success rate for MELS Secondary 5 results in French reading by 2015	63.3%	85%	93%	94.6%
2	A 3% increase in the success rate for MELS Secondary 5 results in French writing by 2015	71.5%	85%	87.2%	91.6%
3	An increase in the number of activities which expose students to French (cultural, extracurricular)	N/A	N/A	N/A	√
4	An increase of 3% in French Reading rates for secondary 1 students by 2015	N/A	N/A	N/A	N/A

Goal 3: To Foster the Sharing of Pedagogy and Best Practices within the School to Improve Levels of Success for all Students Including Students Identified with Special needs

School Board Context:

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

Local Results

Goal 3: To Foster the Sharing of Pedagogy and Best Practices within the School to Improve Levels of Success for all Students Including Students Identified with Special needs				
#	Objective	Baseline		2016 Target/Result
1	To fully integrate advanced technological resources across all subject areas.	N/A		Provide the latest innovations using various classroom technologies and augment the wireless access for all students and teachers.
2	Increase in the collaboration among the teachers and sharing of best practices.	N/A		Integrated cross-curricular projects at all levels will be put in place.

Observations:

Objective 1 has exceeded expectations. We now have a reliable wireless network in place and the great majority of classrooms are equipped with Smartboards and laptops. Teachers have been given the tools and training to effectively engage students in active learning using advanced technologies. The numerous mobile labs facilitate cohesive and timely access to state-of-the-art software and educational applications. Additionally, the use of personal wireless devices in the classroom opens a world of individual learning opportunities for our students. Teachers have access to current advances in this ever-changing area. Technology is also at the forefront of our robotics and multi-media programs. Through the use of media labs, graphic design software, and engineering tools, students are given an opportunity to team build and showcase their multi award-winning talent. The implementation of classroom mobile labs and the availability of various adapted individually devices in the resource department have also resulted in a steady increase in the graduation rate and qualification rates of students with special needs.

Objective 2 is flourishing. Inter and intra-departmental collaboration, such as staff initiated workshops, has created a platform for the development of integrated curriculum. Cross-curricular initiatives between the English/French and History departments are being implemented during the 2015-16 school year; other departments are also exploring the possibilities of additional cross-curricular opportunities. The teachers have developed websites and are using shared virtual spaces as a means to facilitate collaboration and communication. Teachers have also begun organizing and providing students access to a large bank of on-line videos. Furthermore, some teachers are now creating their own personal You Tube subject specific videos.

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 secondary schools are working towards implementing the Healthy Schools Approach, developing a culture of pride and respect for our environment, and completing a portrait of the school climate in order to prioritize interventions to provide a safe, secure, healthy, and welcoming environment. All schools survey students twice annually through The Learning Bar's *Our School Survey* and are provided an annual snapshot of school climate through the *Bullying and School Safety Thematic Report*.

Local Results:

Goal 4: Promoting Wellness in a Safe and Caring Community				
	Objectives	Baseline	2012 Result	2016 Target
1	To continue to promote health, wellness, and personal safety programs across all grade levels.	N.A.	N.A	√
2	To continue to encourage physical fitness and participation in an active lifestyle.	N.A.	N.A	√
3	Continue to offer intramural sports and organized GMAA sports teams.	N.A	N.A	√
4	To continue to promote a safe, secure and respectful environment.	N.A	N.A	√

Observations:

Objective 1 has created a positive and a healthy energy amongst students and staff members. The number of students participating in voluntary health promotion activities increases from year-to-year. Macdonald High strives to encourage health and wellness throughout the year by offering a wide-range of activities, classroom workshops, and guest speakers. The yearly Health Week is a culmination of the year's work in this area, filled with activities that promote a healthy lifestyle and providing resources for students who are looking to make positive changes in their lives.

Objective 2: A healthy body and lifestyle are also important to the mind. Physical activities help students build self-confidence, pride and reduces levels of stress and anxiety. Participation in physical activity is positively related to academic performance and, therefore, it is important that students receive a quality Physical Health Education program.

Objective 3: Students at all levels have the opportunity to participate in morning, afterschool, lunch hour and weekend extra-curricular activities that promote physical activity. There are also a very high percentage of Macdonald High students who participate on many GMAA sports teams.

Objective 4: Results from Macdonald High School 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 **below** the reported Canadian Average of 26%. Of these students, 17% say they experienced Verbal or Social Conflict at school, while Physical Conflict and Cyber Bullying were identified by 3% and 7% respectively. Students identify break periods (46%) and after school (15%) as the most common times during the day when they encounter conflict with peers. All reported incidents of violence, aggression or bullying were addressed and resolved at the school level.

Goal 5: Enhancing School Collaboration and Community Partnerships

Goal 5: Enhancing School Collaboration and Community Partnerships				
#	Objective	Baseline	2012 Result	2016 Target
1	To continue to be involved in local community initiatives with the help of the community office coordinator and the leadership students.	N.A	N.A	√
2	To continue to foster a positive working relationship with John Abbott College and McGill University.	[X] In Progress		
3	To continue to develop work study placements within our community for our students in the WOTP and Semi-Skilled programs.	N.A	2 new partners per year	√
4	To provide relevant, enhanced learning opportunities for enriched students.	N.A	N.A	√
5	To continue to provide high-quality career exploration activities and guidance to our cycle two students.	N.A	N.A	√

Observations:

Objective 1 - Community initiatives: Staff members volunteer their time to organize and supervise a wide variety of community projects that involve many students across all grade levels. Students are encouraged to take on leadership roles in these projects and are mentored by both older students and staff advisors. Projects including the Terry Fox Run, lunches for senior citizens, Remembrance Day tributes, the annual multi-cultural food court, Mac Camp, peer tutoring, Franco-Fête, Mac ambassadors, the food drive, Christmas baskets and other community based endeavours create an attitude of kindness and acceptance that reverberates through the entire school. The high percentage of Mac students involved in community and school events is the key to our present and future success.

Objective 2- McGill-John Abbott Partnerships: McGill University and John Abbott College share a beautiful campus with Macdonald High School. We assist in the organization of the annual on campus Remembrance Day ceremony with the entire staff and student body in attendance. Our sports teams use the McGill and John Abbott facilities and fields on a regular basis. John Abbott College provides a number of opportunities for our senior science students to work in state-of-the-art labs on projects designed specifically for them by the Honour's Science students and faculty. The college also provides tutors that help many cycle two students and have also provided our graduating students with the opportunity to visit many different programs at John Abbott during our lunch-hour "micro-tour".

Objective 3-Work-study placements:

Students following the Work Oriented Training Program or Semi-Skilled Trades Program are integrated into school and community-based work study placements to help them gain relevant work experience and have the opportunity to participate in all aspects of school life at Macdonald High.

Objective 4-Enhanced Learning Opportunities: To better prepare secondary 5 students for the mathematical requirements of the CEGEP science and business programs, in the 2014-15 school year Macdonald High School offered a pre-calculus course to students in the science package, in term 3 of their graduating year.

