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Lake of Two Mountains High School

EDUCATIONAL PROJECT

2024-2027





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PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT

This educational project is a strategic tool through which Lake of Two Mountains High School has defined its policy orientations, priority actions, and expected results to inform its community in this regard, with a view to ensuring educational success for all students regardless of age. This educational project reflects the characteristics and needs of the students who attend Lake of Two Mountains High School, as well as the community's expectations with regard to education

LEGAL FRAMEWORK

The Education Act (EA) states that an institution's educational project must consist of the following elements (EA, Sections 37 and 97.1):

1. A description of the context in which the educational institution acts and the main challenges it faces, particularly with respect to academic success and, in the case of a vocational training centre, the relevance of the training to regional or national labour market needs;
2. The specific policy orientations of the educational institution and the objectives selected for improving student success;
3. The targets to be achieved by the end of the period covered by the educational project;
4. The indicators to be used to measure achievement of these objectives and targets;
5. The intervals at which the educational project is to be evaluated, determined in collaboration with the school board;

The Educational Project must also:

1. Respect the students', parents' and school staff's freedom of conscience and of religion (EA, Section 37);
2. Cover a period that is harmonized with the period covered by the school board's commitment-to-success plan and the period covered by the MEQ strategic plan (EA, Sections 37.1, 97.2 and 209.1);
3. Where applicable, comply with the terms prescribed by the Minister to govern the coordination of the entire strategic planning process between the educational institutions, the school board and the MEQ (EA, Section 459.3);
4. Be consistent with the school board's commitment-to-success plan (EA, Sections 37 and 97.1).





MISSION

At Lake of Two Mountains High School we aspire to provide a nurturing, supportive, and connected learning environment in order to empower our students with 21st century skills.

VISION

The community at Lake of Two Mountains High School believes that the students learn best when they are technologically and interpersonally connected, provided with authentic learning experiences, and are prepared to succeed in a complex, interconnected, and ever-changing world.

SCHOOL/CENTRE PROFILE





External Environment

Lake of Two Mountains High School, of the Sir Wilfrid Laurier School Board, is situated at 2105 Guy in the town of Deux-Montagnes, about 30 km northwest of Montreal. The current structure, built in 1983, replaced the old building of the same name at 203, 14th Avenue which housed the high school and served the anglophone community since 1952.

While bussing is provided by the school board, the school is also accessible by city buses and is located within a ten-minute walk of the Gare Deux-Montagnes train station. A public hockey arena is within walking distance. An elementary school is next to our school and LTMHS rents space to a CPE on its premises. There are other elementary schools in the area as well as a large francophone Polyvalente nearby.

LTMHS services the communities of Deux-Montagnes, St-Eustache, Ste-Marthe-sur-le-Lac, St-Joseph-du-Lac, Mirabel, Pointe-Calumet, and Oka.

As indicated in the publication of *Indices de defavorisation 2017-2018* published by the MEES, the IMSE*, Indice de milieu socio-économique, for LTMHS is 4, which indicates a fairly socially advantaged milieu.

* The IMSE is made up of the proportion of families with children whose mother does not have a diploma, certificate or grade (which is two thirds of the weight of the index) and the proportion of households whose parents were not employed during the Canadian Census reference week (one third of the weight of the index).

LTMHS has two important community partners that it works with. We have a part-time school nurse as well as a part-time social worker through an entente with the local CSSS. We also have an active 4Korners presence in the school. Students can avail themselves of the services of these professionals through these ententes.

Increasing the level of parent involvement in school is one of the challenges that LTMHS has identified and is seeking to increase. A concerted effort was made to start a PPO during the 2018-2019 school year, but work must continue on this initiative. One of our goals is that increased parental involvement in school will translate into increased student engagement in school as well.





Internal Environment

An analysis of the school's internal environment describes the status of students and their success, staff and organization, and the school.

LTMHS is a high school for students in Secondary 1 to Secondary 5. We offer three specialized programs - AC (Academic Consolidation for Cycle 1), VEE3 (Secondary 3 for repeating students), and Work Oriented Training and Semi-Skilled classes. In addition to regular classrooms, the school contains the following facilities: Science Wing with technology lab, Woodworking lab, Maker Space Room, Visual Art Classroom, Music room with sound-proofed spaces, student kitchen and breakfast room, double gym, weight room and changing rooms, outdoor fields, resource room, Library, and Cafeteria fitted with stage.

We have also designated a Games Room for Secondary 1 students, and Lounge for senior students.

Enrollment statistics

LTMHS, which has a capacity for over 700 students, has experienced growth in terms of student enrolment over the past 5 years. In 2023, our total enrollment is at 445, equaling that of 2022. We project 448, 442, and 428 respectively over the three coming academic years.

Approximately 9.5% of our students have an EHDA code and over 30% of our students follow an IEP (Individualized Education Plan).





2022 - 2023 School Year

School Portrait Description	Gender		
	Male	Female	Overall
Number of Students	239	206	445
Number of Students with an IEP	82	58	140
Percent of Students with an IEP	34.3%	28.2%	31.5%
Number of Students with a Code (EHDAA)*	19	11	30
Percent of Students with a Code (EHDAA)*	7.9%	5.3%	6.7%

*Data taken from Lumix-Educational Project-High School Dashboard-School Portrait

Staff Characteristics

Over 50% of staff members live in the vicinity of LTMHS. In addition to 34 full-time teaching staff, we have one full-time school principal, one secretary, one full-time receptionist, one part-time Staff-Assistant, one part-time School Organization Technician, one part-time administrative technician, one part-time librarian, one full-time student supervisor, one full-time and one part-time laboratory technician, two full-time and one part-time caretakers, as well as a part janitor.

In order to support our students, we have one part-time guidance counselor, one part-time school psychologist, as well as two full-time Special Education Technicians and four full-time student attendants. Through measures and grants, we are able to increase the services we provide to our students by increasing supporting teacher, special education, and attendant hours.

The stability of the teaching workforce at LTMHS can be characterized as fairly stable, with an average of 16 years of seniority for tenured teachers. We expect this to remain stable over the coming three years given our projected enrolments. We also host several student-teachers every year at all stages of their field experiences. On the whole, teachers and staff are involved in the extra-curricular life of the school and many ECA's are offered to the student population such as hockey, basketball, soccer, volleyball, music, leadership, robotics, woodworking, cooking, and travel to name a few.





Educational Programming

LTMHS is proud to offer a Chromebook 1:1 program wherein all students are provided with a device by the school. Several pedagogical initiatives are tied into academic engagement. Particularly popular are our Robotics Program and our Coding Day Challenge. We have reduced paper waste by providing resources digitally whenever possible, and teachers incorporate the learning management system offered by Google Classroom into their daily practice. Other tools offered by Google for Education that we avail ourselves of for pedagogical purposes include virtual reality tours, augmented reality lessons, video-conferencing, and digital mapping.

We understand the importance of following up on digital learning initiatives by including digital citizenship skills in our practice and helping students create a positive digital footprint for their future.

Student Population and Success Indicators

The vast majority of students at LTMHS are in the Generalized Education Path and close to 79% will obtain their DES at the end of secondary 5. LTM also offers the WOTP certification for students who meet the criteria for the Pre-Work and Semi-Skilled Pathways.

Below you will find a table with success indicators for both groups.

In general, the vast majority of students leave LTMHS with either certification or qualification.

Last year, of the 61 students enrolled in sec 5 at LTMHS, 40 were admitted to CEGEP, which is a rate of 66%. An additional 7 students were accepted in vocational programs.

Certification and Qualification Success rates

	2019-2020	2020-2021	2021-2022	2022-2023
Student enrolment	61	44	67	61
Certification with secondary 5 Diploma	59	41	59	55





Qualification (WOTP and SS)	4	7	4	7
Graduation rate (secondary 5 diploma, certificate in WOTP, certificate in SS)	97%	93%	88%	90%

The student population at LTMHS can be broken down as follows for the 2022-2023 school year:

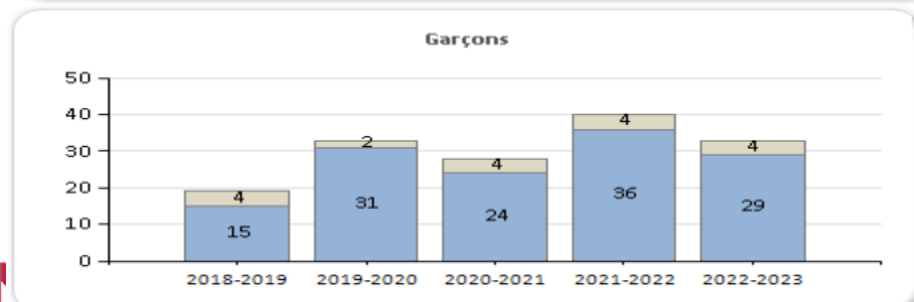
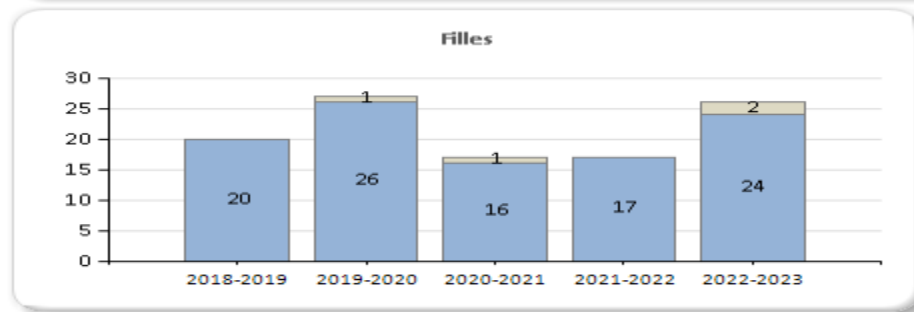
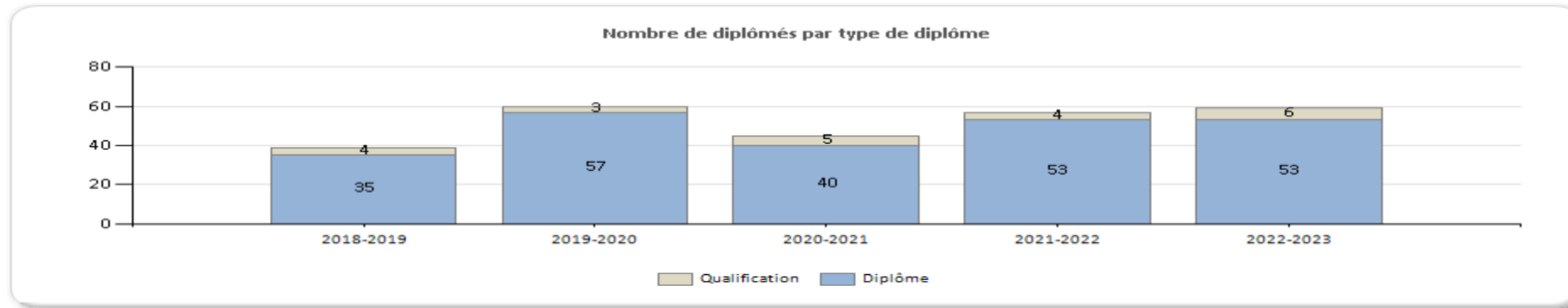
	Number of Students	Percentage of School Population	Number of Coded Students-per level	Coded Student Percentage 33 total coded students
Secondary 1	86	19.3	11	12.7
Secondary 2	101	22.6	5	5
Secondary 3	95	21.3	5	5
Secondary 4	83	18.6	1	1
Secondary 5	88	19.7	6	7
Pre- Work and Semi Skilled	11	.02	5	45

**Numbers taken on September 30th, 2023*





Success Rates for High School Diploma / Qualification

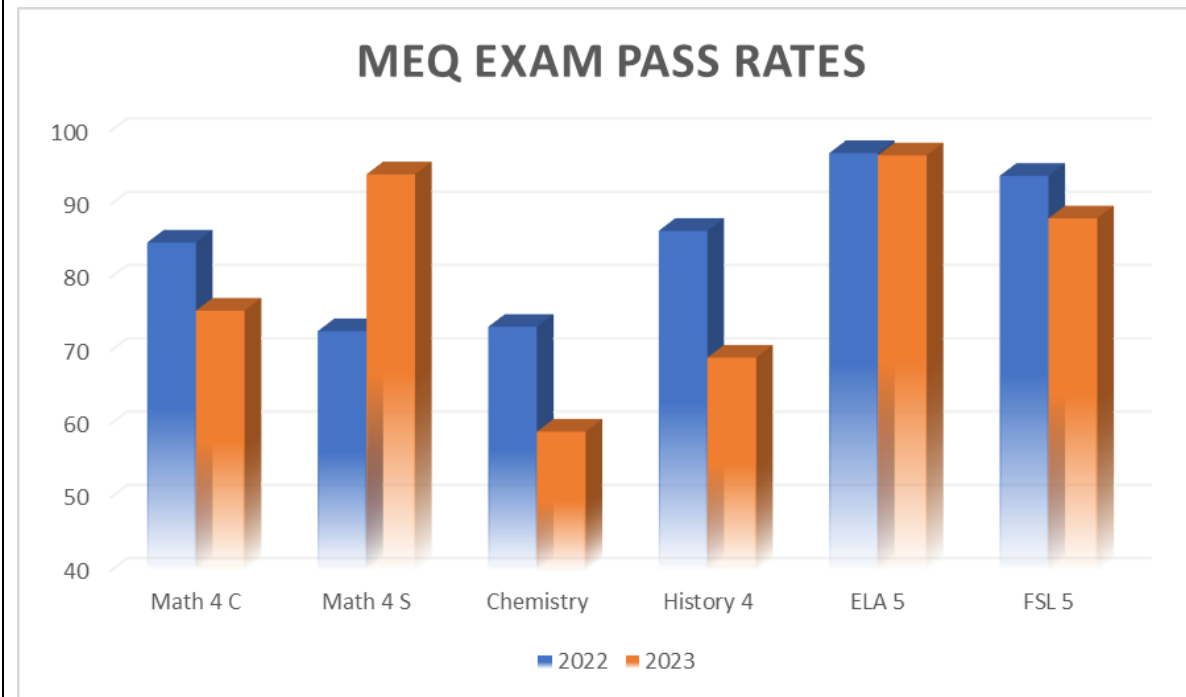




* Taken from Lumix Dashboard

Success Rates for MEES Uniform Exams

On average, students at LTMHS had performed well on their secondary 4 and 5 MEES end of year exams. The 2022 / 2023 academic year saw a drop in that trend across 4 subject areas.



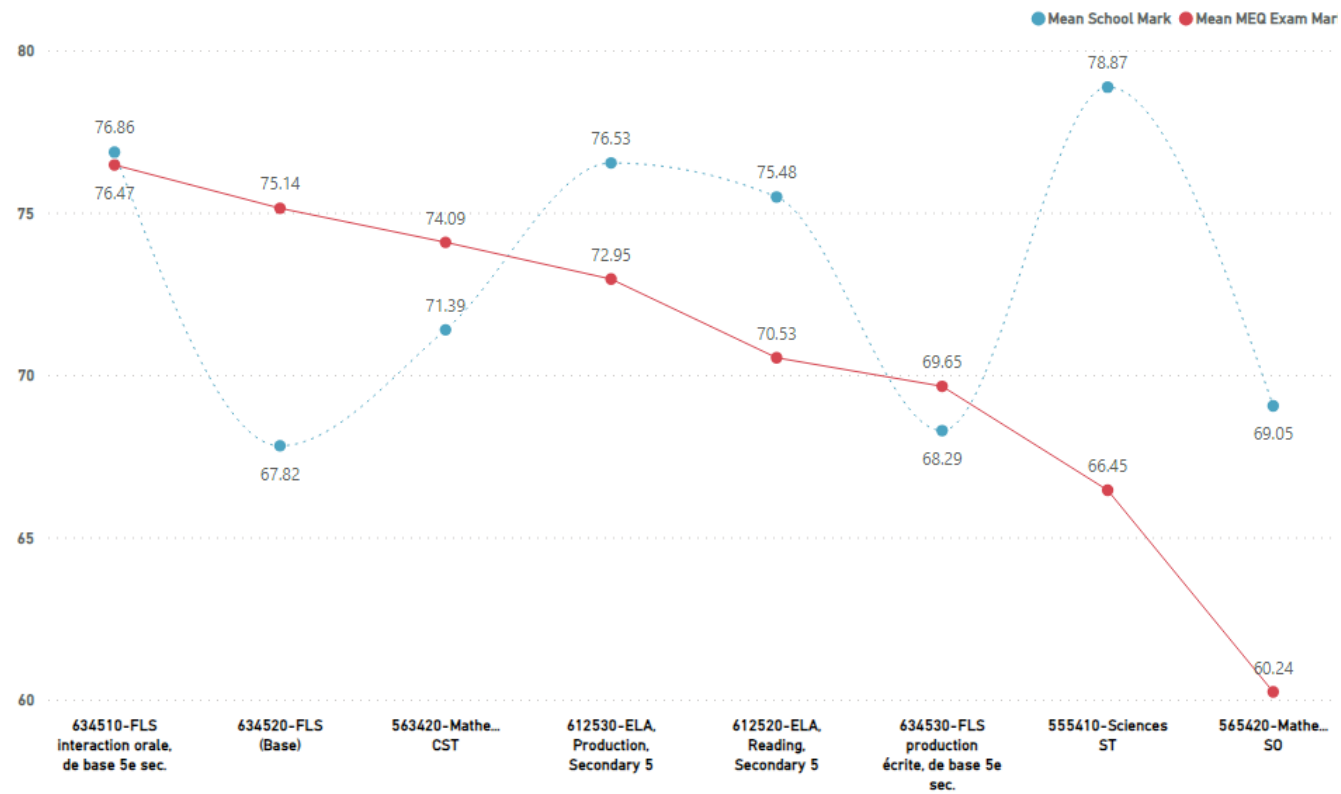
* Data taken from powerBI





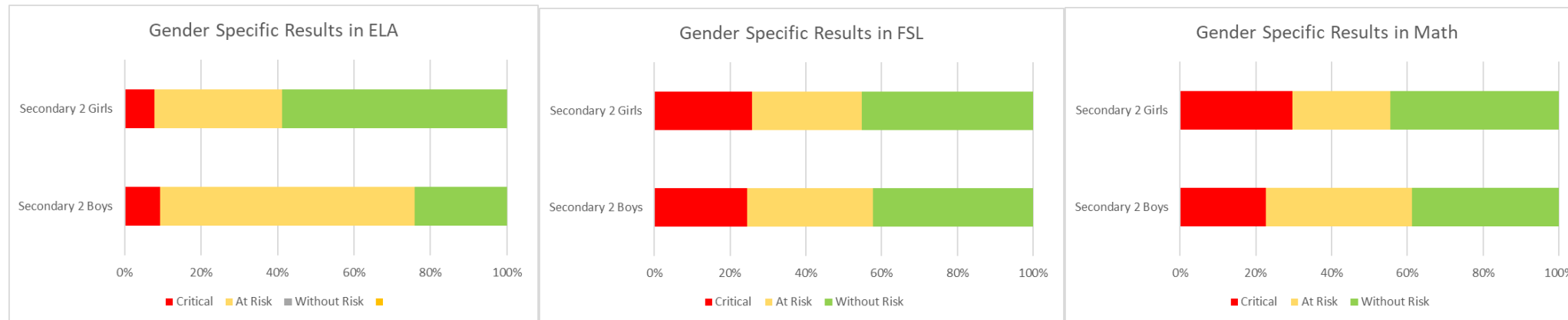
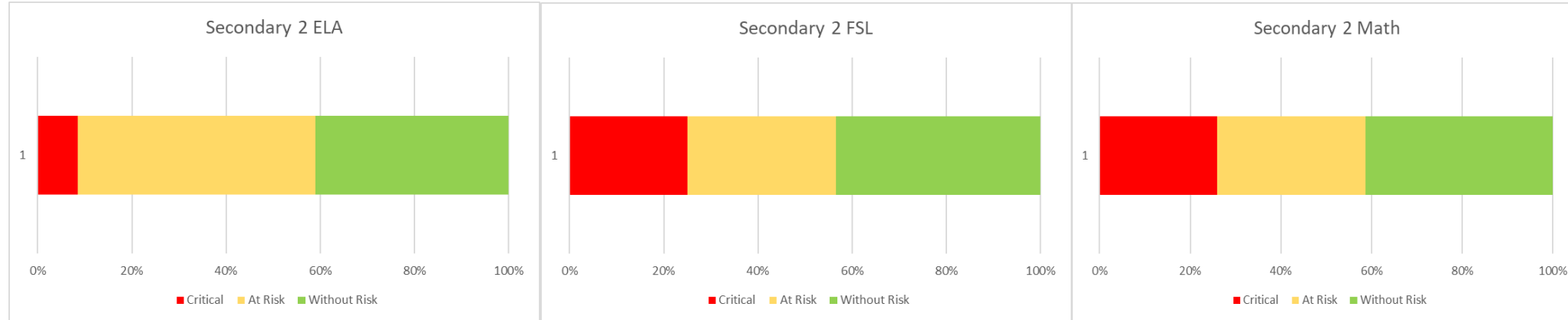
There are also areas of concern in the differences between the school mean grades and those generated by the MEQ exams.

Mean School Mark and Mean MEQ Exam Mark by Subject





Success Ratios for end of cycle 1 (Secondary 2) 2023

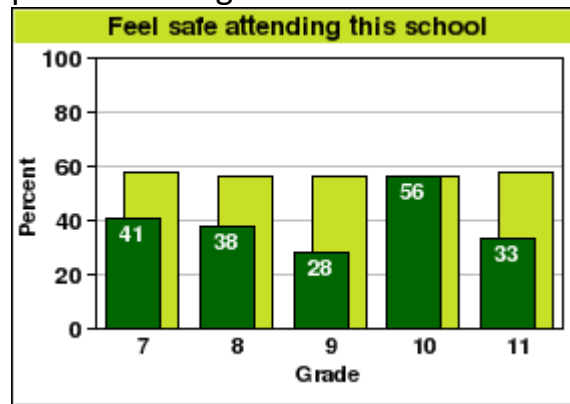




In analyzing our student results for the past three years, the LTMHS Community has identified that the end of cycle results (Secondary 2) for the core subjects of English, Math and French are of particular concern. In each subject area, over 50% of LTMHS students are classified as critical or at risk of failing. Of further concern is the alarming rate of risk in first language learning - particularly for boys. The school team will work on increasing capacity for success in these three subject areas to better prepare students for the challenges of cycle two.

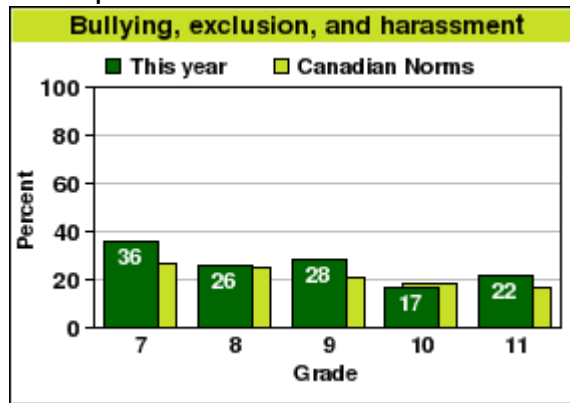
Our School Survey:

In order to monitor student engagement in school and students' perception of bullying and violence, LTMHS conducts the Our School Survey annually. The survey measures student perception on a variety of school climate indicators against the Canadian Norm. In 2023, surveyed students reported that their perception of being safe at school was 41%, whereas the Canadian norm for high school is 57%. This survey will be repeated in the spring of 2024 with the same students to compare data. In the meantime, we will conduct a more directed survey to learn why students do not perceive being safe at school.

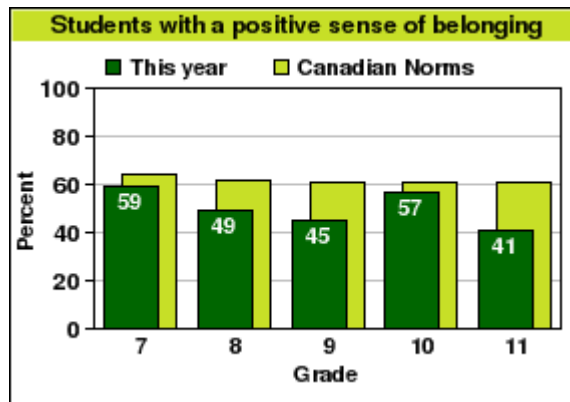




The survey results for 2023 show 26% of students reported being victims of bullying, which is higher than the Canadian norm of 22%. The school's ABAV plan and ABAV committee is working actively to decrease both of these indicators. The charts below illustrate this data:

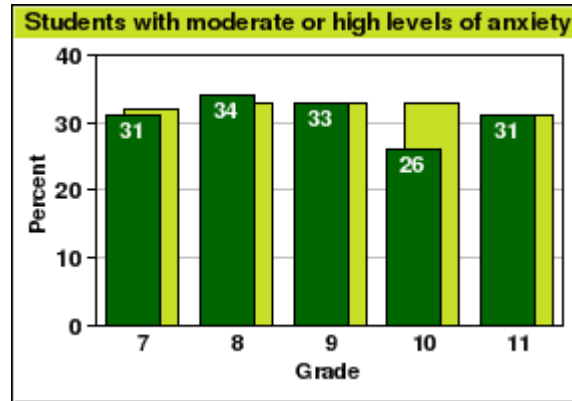


One of the key areas that LTMHS would like to work on in the years to come is increasing the sense of belonging of students within the school community. As illustrated in the results from the Our School Survey from 2023, only 51% of students perceive having a high sense of belonging. The Canadian Norm for High school is 62%. By fostering increased parental involvement in school (PPO), and through a variety of student engagement initiatives (mentoring, restorative practice, student leadership, school wide activities, extra-curricular activities), the school would like to surpass the Canadian Norm:





The LTMHS team has noticed an increase in reported cases of anxiety and depression and plans to address student emotional wellbeing through a variety of actions over the years (increase in extra-curricular activities and other programs such as mentorship, pet therapy, Achieve Club, and mindfulness). The table below shows that 31% of students at LTMHS perceive having feelings of moderate to high anxiety - 1% below the Canadian norm.



Students with moderate or high levels of anxiety Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations. • 31% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 32%. 46% of the girls and 17% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 46% and for boys is 19%.

Through open-ended questions where students were asked to share what they liked about their school, many answered that they appreciated the size, the after-school activities, the breakfast program and the technology. Areas for improvement that were more frequently commented on were lack of activities to do at lunch time, lack of after-school academic support, as well as lack of understanding at times from staff members on student issues. Students also reported that they felt uncomfortable openly asking for help from staff - a matter that will be discussed and reviewed throughout the year.





Consultations:

LTMHS is committed to working with all of its school stakeholders. As such, when completing our Educational Project, we surveyed parents, staff and students in order to use their insights to drive our educational initiatives for the next three years. Below you will find a summary of the most pertinent data collected in these surveys.

Parents Survey:

A survey was sent to all our families in March 2023, and 40 families responded. The chart summarizes the top answers to the five questions asked.

Survey Questions	Top answers
What are 3 words you would use to describe LTMHS	Small, Community, Inclusive
What are LTMHS' greatest strengths	Communication, Activities, Teaching Practices
What is LTMHS' biggest challenge	Student Motivation
What do we need to focus on/improve upon in order to better service students	Increased number of enriched and specialized classes, more extra-curricular activities, more service for diverse learners, more academic focus





Why are you choosing LTMHS for your child's education	School size, English language instruction and child wanting to attend were the most reported reasons
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Staff Survey:

A survey was conducted with staff in January 2023, the keys points are highlighted below:

STRENGTHS	CHALLENGES	COMMENTS
Key strengths mentioned were our sense of community, supportive, relaxed, spontaneous, welcoming, and open to new ideas and methods.	Key areas of concern expressed included low levels of student motivation and literacy, a sense of being overwhelmed and understaffed, and lacking leadership.	Overwhelmingly, the staff would like to see more activities in the school that foster strong staff/student relationships. There is also strong support for activities directed at specific groups or topics (clubs and sports for female students, prevention for bullying, increased sexuality education, and drug/alcohol prevention).





1. Low students motivation (intrinsic motivation)
2. Limited availability of quality and qualified staff
3. Difficulty accessing professional and social services
4. Difficulty with consistency of application of code of conduct
5. Wide spread between MEQ results and class results
6. Literacy

GROUPS INVOLVED IN THE PREPARATION OF THE EDUCATIONAL PROJECT

Committee Members	Roles
Brent Nadeau	Principal
Gina Blanchette (Science)	Teacher
Josee Larose (Math)	Teacher
Janet Gallagher / Anastasia Nardelli	Special Education Technician
Jessica Scerio	Guidance Counselor
Samuel Altarac-Hofmann	Pedagogical Consultant (SWLSB)

CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Consultations	Date	Time	Location	Details (optional)
Teachers	November 2022	Intro at Staff Meeting	LTMHS Library	Follow-up survey January 2023
Other Staff Members	January 9, 2023	10:00	LTMHS Library	Follow-up Survey January 2023
Students	January 2023	Grade Level Assemblies	LTMHS Cafeteria	Follow-up survey February 2023
Parents	March 2023	Evening town-hall	Zoom	Survey provided February 2023





Governing Board	February 7, 2023	18:30	Zoom	Community Reps present
Other Stakeholders	February 2023		Email Bump	Information Piece

POLICY ORIENTATIONS

Lake of Two Mountains High School aims to ensure student growth and success, both academically and socially, through high quality instruction and engaging activities.

OBJECTIVES

An objective is your school/centre's commitment to a priority for the period covered by the educational project. It sets out the precise and measurable changes that the activity of the school/centre's should produce. It should contain perceptible and meaningful outcomes for students, youth and adults, and is the basis for accountability.

Objectives	Description
Objective 1	Increase school-wide student literacy levels in both English and French.
Objective 2	Increased success rate on Ministry final exams in Secondary 4 and 5.
Objective 3	Increase sense of belonging at school for students.





SCHOOL/CENTRE OBJECTIVES, INDICATORS AND TARGETS

EXAMPLE ONLY – Erase this box when preparing your final version

SCHOOL/ CENTRE ORIENTATON

Promoting academic rigor through effective and innovative teaching

(Enter your school/centre orientation here)

MEQ OBJECTIVE / ORIENTATION	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATORS	TARGET	MONITORING
<p>Select a MEQ objective or orientation from the dropdown menu provided. Type out the text of the objective or orientation.</p> <p>MEQ Objective 4</p> <p>By 2030, increase to 90% the success rate on the composition component of the Elementary 6 (Cycle 3, Year 2) language of instruction ministerial examination in the public system.</p>	<p>Select a SWLSB objective OR orientation from the dropdown menu provided. Type out the text of the objective or orientation.</p> <p>SWLSB Objective 4</p> <p>By 2022, increase the Grade 6 English Language Arts Reading Competency from 90.1% to 92.5%</p>	<p>Objective: A result to be achieved. Introduced by a single action verb (i.e. to increase, to reduce, to improve). It conveys a since idea and specifies the target clientele</p> <p>School Objective 1</p> <p>To increase the success rates on the MEQ Grade 6 end-of-year Reading Comprehension Assessment</p>	<p>It is a measure that allows the evaluation of the objective: amount, number, rate, percentage etc. It is clear and precise with respect to the target result. It measures only one aspect at a time. It is based on reliable and recurrent data.</p> <p>MEQ Grade 6 end-of-year English Language Arts Reading Response Assessment</p>	<p>It is measurable information. It is fixed in time. It indicates a base value in a specific year and the end target for a specific year.</p> <p>From 81 % in June 2018 to an 87% success rate by June 2022 on the MEQ Grade 6 English Language Arts Reading Response Assessment</p>	<p>Indicate the person(s) responsible for monitoring the progress of the objective.</p> <p>Administration along with Cycle 2 and 3 teams review progress every 6 weeks through English Language Arts PLC</p>





SCHOOL/ CENTRE ORIENTATION 1

Increase school-wide student literacy levels in both English and French.

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Objective 1	N/A	Reduce percentage of critical and at-risk students in ELA and FSL.	DIBELS results End of year assessment results D-Vision data GB+	5% reduction in the number of critical and at-risk students.	Principal will monitor D-Vision dashboards once a year at the end of the year Teachers and Principal will monitor DIBELS 3 times a year. SLSNC tracking of students with IEP's.





SCHOOL/ CENTRE ORIENTATION 2

Increased success rate on Ministry final exams in Secondary 4 and 5.

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Objective 2	SWLSB Objective 3	Increase MEQ exam results for all core subjects.	MEQ results Class results per term MEQ exam Dashboard More detailed information on 1st communication for students with difficulties	MEQ exam results will increase by 5% and reduce the gap between the MEQ exam results and class results.	Dedicated department meetings to share best practices and align curriculum. D-Vision. Mozaik grade data per term.





SCHOOL/ CENTRE ORIENTATION 3

Increase sense of belonging at school for students.

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Objective 3	SWLSB Objective 3	Increased sense of belonging and safety at school for all students to match Canadian norms.	OurSchool Survey. OIM data. In-house student survey each term for specificity on belonging and safety. In-house parent surveys twice a year.	Increase sense of belonging by 10% increase sense of safety at school by 19%	Behavior team. Principal / SA / Behavior Tech. OIM / ABAV entries. OIM chart indicators. Psychologist. Social Worker.





GOVERNING BOARD ADOPTION

Resolution

G.B. RESOLUTION NUMBER 231205-24. Cynthia Ronci MOVED THAT the 2024-2027 Educational Project be adopted as presented on November 18, 2023.
(date)

Seconded by Lyndon Efford.

Signatures

Michael Thorburn

Brent Nadeau

