



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD

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Laval Senior Academy

EDUCATIONAL PROJECT

2019-2022

AN ENGLISH EDUCATION, **A BILINGUAL FUTURE**
UNE ÉDUCATION EN ANGLAIS, **UN AVENIR BILINGUE**
www.swlauriersb.qc.ca





This educational project is a strategic tool through which Laval Senior Academy 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 Laval Senior Academy, as well as the community's expectations with regard to education.

MISSION STATEMENT:

Laval Senior Academy provides a solid educational foundation to achieve both academic and personal growth. Our goal is to develop responsible citizens and life-long learners. Through a committed partnership between students, staff and community, we are dedicated to uphold diversity and mutual respect.

VISION STATEMENT:

Laval Senior Academy is a school where all active members work together to fulfill potential growth by teaching through engagement. We value respect and strongly believe in integrity, identity, choice and personal responsibility. Our educational programs form the basis for a comprehensive and individualized education, which prepares students for post-secondary studies. LSA is an inclusive school that offers equal opportunity, which embraces diversity and acceptance for all.

CORE VALUES:

Perseverance-Integrity-Citizenship-Achievement

SCHOOL PROFILE

Laval Senior Academy is the largest English-speaking high school in Quebec. We are the regional senior high school serving Laval's English speaking community. We serve a multi-ethnic, multi-lingual (large percentage of allophones) population with a diverse range of socio-economic realities. The Greek, Italian, Portuguese and Haitian communities represent over one-third of the immigrant population in Laval and have long contributed to the region's socioeconomic growth and cultural diversity. Laval Senior Academy is situated in the Chomedey neighborhood but we service the entire island of Laval. We cater to a varied demographic. One out of eight people (50,340 people) in Laval has a low income. In the neighborhoods of Chomedey, Pont-Viau and Saint-Vincent-de-Paul (BML 2 and BML 3), the rate is one out of five people. In Chomedey, Laval-des-Rapides and Pont-Viau, there is a higher percentage of low-income families, single-parent families (who are headed primarily by mothers), and children under the age of 6 who are in a situation of poverty. This reality is very concerning as it affects nearly one in four children. Finally, these areas also have a significant number of immigrants, particularly recent immigrants who are likely to experience hardship throughout their immigrant journey. Income gaps are very much present in the English speaking community, where lower educational and income levels are pronounced within a segment of this community (vulnerability within the English speaking community).

Interestingly, ***Laval is the fastest growing English speaking community in Quebec***, having increased 61.8% over the course of the last four census periods. Laval's English speaking community is relatively younger in comparison; the bulk of the population are in the 25-44 age group. We also have many **more young families, where children aged 0-14 make** up 17% of the Laval population.



Our Students:



Our school services a population of 1550 students Secondary 3-5 (ages 15-17) *We also have a special needs population – social integration program that allows them to stay in school up until 21 years of age.



	Grade level		
Gender	3	4	5
Female	217	231	241
Male	252	270	252

Our Staff:

We have a total of 125 staff members, which includes 90 teachers, 4 administrators, and approximately 30 support staff members (5 Special Education Technicians, 8 attendants, 1 Librarian, 1 Building Manager, 1 Psychologist, 3 Guidance Counsellors, 3 Lab Technicians, 6 Student Supervisors). We also have 1 full time building manager as well as 6 full time secretaries. In addition, for the last three years Laval Senior Academy is fortunate to have a Community Learning Centre Coordinator (CLC), who organizes community events and has established community partnerships with organizations such as AGAPE, the Chomedey library and Regroupement Lavallois that have proven to be very beneficial to the school. Our school population is decreasing slightly every year, due to a decreased enrollment in the English sector. Therefore, we do have a small number of staff member that are declared excess due to the decrease in the student population. Overall, our staff is stable over time and there is not much turnover. Staff members are actively involved in a variety of school projects and activities. We have a high participation rate in school events and because of this we are able to offer a variety of extracurricular activities to our students.

Our facilities:

We have one large building that is comprised of over 85 classrooms, one library, one auditorium, one cafeteria, four gymnasiums and four newly renovated science laboratories. Laval Senior Academy has a football/soccer field. We also have a Youth Centre, which houses the Nurse, Psychologist, and Drug Counsellor. The CLC is set up in that area as well.

Our Programs:

Programs	Number of students (2019)
General and Applied Path	1024
Concentration programs Hockey, Soccer, Football, Visual arts, Music & Theatre	441
Work Oriented Training Path Pre-work, Semi Skills	47
Challenges Program	8
Diversified Path	13
Sport-Etude Program	12

Success Rates:

* With a **94.4%** certification and qualification rate, Laval Senior Academy (LSA) is one of the best performing high schools across Quebec.

June 2018 Exam Results

History of Quebec and Canada (Sec. 4)	82.6%
Math CST (Sec. 4)	69.5%
Math SN (Sec. 4)	90.0%
Science and Technology (Sec. 4)	80.8%
Applied Science (Sec. 4)	87.9%
ELA (Sec. 5)	97.5%
FSL (Sec. 5)	98.2%

Students entering Sec. 3 in general education sector: 47%
Students entering Sec. 4 in general education sector: 48%
Students entering Sec. 5 in general education sector: 59%

Number of students who obtained a diploma of vocational studies in 2018: 3 WOTP and 11 Semi Skills Trade

Extra-Curricular Activities offered to all students:

- Art Club
- Soccer Team
- Prom Committee
- Band Club
- Student Council
- Debate Society Club
- Football Team
- Leadership
- Eco Club
- Basketball Team
- Ted X Talk
- Weight Training
- Brigades Culinaires
- Girls Rugby Team
- Yearbook
- Dance
- Girls Volleyball Team
- Strategy Games Club
- Hockey team
- Science Fair
- Mural Society
- Cheerleading
- Handball
- Rock Climbing
- Plant Club
- Golf
- Track and Field
- Robotic Club

Our School Survey Results:

Students with moderate or high levels of anxiety and/or high levels of depression

Taking all three grades as an average, students at LSA reported that they felt higher levels of anxiety (5% more) and depression (9% more) than the Canadian norm. This shows us that LSA should prioritize services that can help students deal with anxiety and depression. Furthermore, the committee believes that there may be a correlation between:

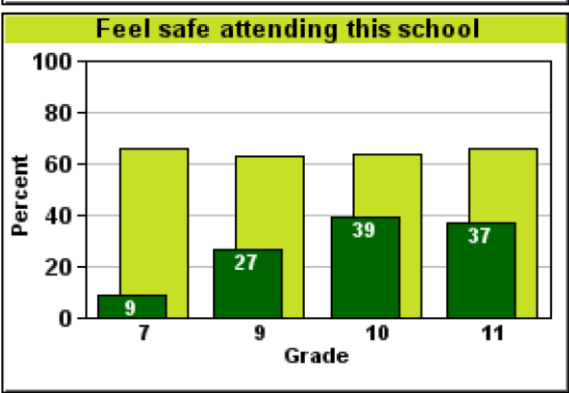
- a. This result and the previous one mentioned, that is to say "feeling safe attending this school";
- b. This result and how students deal with their academic pressures in Grade 11 specifically.

LSA should examine whether feeling safe at this school and/or dealing with academic issues in Secondary 5 (Grade 11) may add to a students' sense of anxiety and/or depression.

Feel safe attending this school

Students who feel safe at school as well as going to and from school.

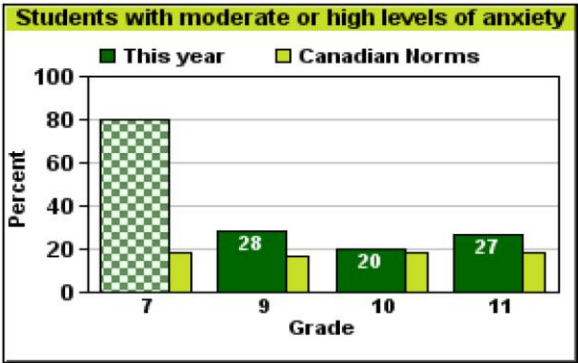
- 37% of students felt safe attending the school; the Canadian norm for these grades is 65%.
- 37% of the girls and 39% of the boys felt safe attending the school. The Canadian norm for girls is 64% and for boys is 65%.



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.

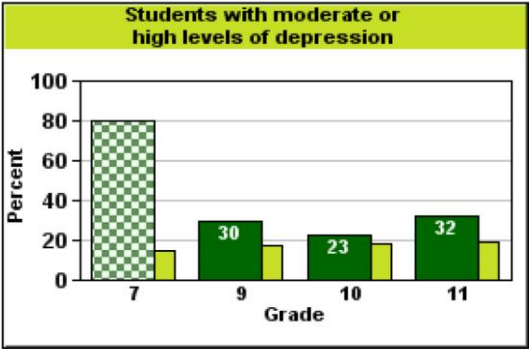
- 25% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 18%.
- 28% of the girls and 16% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 21% and for boys is 14%.
- ** Some of the results in this chart are greater than or equal to 80%, i.e. bar(s) with hatched pattern. In the interest of protecting student anonymity, we do not report the exact percentage for this measure when it equals or exceeds 80%.



Students with moderate or high levels of depression

Students who have prolonged periods when they feel sad, discouraged, and inadequate.

- 28% of students in this school had moderate to high levels of depression; the Canadian norm for these grades is 17%.
- 32% of the girls and 19% of the boys in this school had moderate to high levels of depression. The Canadian norm for girls is 20% and for boys is 14%.
- ** Some of the results in this chart are greater than or equal to 80%, i.e. bar(s) with hatched pattern. In the interest of protecting student anonymity, we do not report the exact percentage for this measure when it equals or exceeds 80%.



To address the area(s) of concern, the following preventative measures are in place at LSA:

- The annual student participation in *Our School Survey*.
- A census of the student population in order to define what they believe makes a safe school.
- The reporting and reviewing of our prevention programs with the ABAV Committee.
- Using the LSA website to provide resources to parents.
- Establishing the LSA Youth Centre with various community partners: police liaison, nurse, drug prevention counsellor, social worker, psychologist, guidance counsellors.
- Linking with CEGEPs and University support programs.
- Mentoring program
- The provision of social skills support for targeted students.
- Opportunities for PD sessions for all staff members to deal with health and safety; reviewing the ABAV plan twice a year by the ABAV committee, reviewing the LSA code of conduct annually & guest speakers.
- Mindfulness sessions for students and parents. Lunch and Learn series organized by our CLC.

VULNERABILITIES:

- Lack of parental involvement
- Class sizes
- Increased stress and anxiety levels amongst our students
- Cellphone use and addiction amongst our students
- Decreasing enrollment
- Truancy
- Lack of psychological and social services for our youth

CHALLENGES

To ensure student success

To ensure the well-being of all our students

POLICY ORIENTATIONS:

Promoting a learning environment that fosters student engagement.

Promoting a learning environment that ensures students' overall well-being

OBJECTIVES:



Objective 1: To reduce the number of truancy cases by 30% by 2022.



Objective 2: To maintain the success rate of students under 20 obtaining a first diploma or qualification at 94.4 %.



Objective 3: To increase the passing rate in MAT CST (Sec. 4) from 69.5 % to 72.5% by 2022.



Objective 4: To increase the percentage of students feeling safe attending school from 37% to 60% (65% is the Canadian norm) by 2022.



Objective 5: To decrease the number of students reporting feeling moderate/high levels of anxiety from 25% to 15% (18 % is the Canadian norm) by 2022.



MEES OBJECTIVE 1	SWLSB OBJECTIVE 1	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
By 2030, reduce to the gap in success rates between various groups of students by 50%	By 2022, reduce the success gap between boys and girls from 8.7% to 6.2%				
	By 2022, reduce the success gap between students with an IEP and students without an IEP from 31.4% to 25.4%				
	By 2022, reduce the success gap between students who start secondary school in a <i>milieu défavorisé</i> and those that don't from 12.6% to 10.2%	To reduce the number of truancy cases by 30% by 2022. <i>This year we have 30 students that are considered truant. This means that they missed more than 30% of periods which represents about 40 days of school. This represents 2% of the school population.</i>	Reduce number of cases from 30 to 21.	Data collection from GPI	Administration Team and Guidance Team will monitor the absences every term.



MEES OBJECTIVE 2	SWLSB OBJECTIVE 2	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
By 2030, reduce to 10% the proportion of students starting public secondary school at age 13 or older	Maintain a target of below 5% of students who enter high school at 13 years or older.	Not applicable to LSA			

The SWLSB Head Office oversees this objective



MEES OBJECTIVE 3	SWLSB OBJECTIVE 3	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
By 2030, have 85% of students under the age of 20 obtain a first diploma (SSD or DVS), and 90% obtain a first diploma or qualification.	By 2022, increase the success rate of students under 20 obtaining a first diploma or qualification from 85.9% to 88%	<p>By 2022, to maintain the success rate of students under 20 obtaining a first diploma or qualification at 94.4 %.</p> <p>By 2022, to increase the passing rate in MAT CST (Sec. 4) from 69.5 % to 72.5%.</p>	<p>Maintain Graduation rate: 94.4%</p> <p>Increase passing rate by 3%.</p> <p>Success rate: 72.5%</p>	<p>Success rates provided by school board.</p> <p>Math passing rates for CST.</p>	<p>Administration team and guidance will review the results provided by the school board.</p> <p>Administration team and guidance will review the results provided by the school board at the end of the year.</p> <p>Administration will monitor the effectiveness of Math resource by term.</p>



MEES OBJECTIVE 4	SWLSB OBJECTIVE 4	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
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.	By 2022, increase the Grade 6 English Language Arts Reading Competency from 90.1% to 92.5%	Not applicable to LSA		MEES Grade 6 end-of-year Assessment	
	By 2022, maintain the Grade 6 English Language Arts Writing Competency at 94%	Not applicable to LSA		MEES Grade 6 end-of-year Assessment	
	By 2022, increase the Grade 6 Français Langue Seconde, programme de base, Reading Competency from 94% to 95%	Not applicable to LSA		SWLSB Grade 6 end-of-year Assessment	
	By 2022, increase the Grade 6 Français Langue Seconde, programme de base, Interaction Competency from 94% to 95%	Not applicable to LSA		SWLSB Grade 6 end-of-year Assessment	



MEES OBJECTIVE 5	SWLSB OBJECTIVE 5	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
By 2030, ensure that all school buildings are in good condition	By 2022 ensure that 50% of our buildings are in good condition with learning environments that will promote the health, wellness and safety of our students and staff	<p>To increase the percentage of students feeling safe attending school from 37% to 60% (65% is the Canadian norm) by 2022.</p> <p>By 2022, to decrease the number of students reporting feeling moderate/high levels of anxiety from 25% to 15% (18 % is the Canadian norm).</p>	<p>Increase percentage of students feeling safe by 23%.</p> <p>Decrease the percentage of students feeling anxious by 10%.</p>	<p>Our School Survey results.</p> <p>Our School Survey results.</p>	<p>Administration Team will review the Our School Survey results.</p> <p>Our School Survey results.</p>



MEES ORIENTATION 1	SWLSB ORIENTATION 1	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
Increase the level of literacy competencies among the adult population on the school board territory	Increase the level of literacy competencies among the adult population on the school board territory	Vocational Training- French language classes for Health program students Not applicable to LSA			



MEES ORIENTATION 2	SWLSB ORIENTATION 2	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
Elementary school students will engage in physical activity (60 minutes a day for elementary school students)	Elementary school students will engage in physical activity (60 minutes a day for elementary school students)	Not applicable to LSA			



SWLSB ORIENTATION 1	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
Retaining and supporting high-quality and effective school and board teams to improve the learning experience and success of learners	Although this is not one of our primary objectives, we will continue to offer varied opportunities for professional development for our staff and will use the Danielson framework for coaching and evaluation of teachers.			



SWLSB ORIENTATION 2	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
Developing and implementing curriculum, programs and educational initiatives that provide authentic learning experiences and promote student engagement	<p>To reduce the number of truancy cases by 30% by 2022.</p> <p><i>This year we have 30 students that are considered truant. This means that they missed more than 30% of periods which represents about 40 days of school. This represents 2% of the school population.</i></p>	To reduce the number of truancy cases from 30 to 21.	Decreased number of absences in GPI. Administration will filter absences by term.	Administration team and guidance team will monitor absences regularly.



SWLSB ORIENTATION 3	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
Promoting learning and working environments that promote health, safety and well-being	<p>To increase the percentage of students feeling safe attending school from 37% to 60% (65% is the Canadian norm) by 2022.</p> <p>By 2022, to decrease the number of students reporting feeling moderate/high levels of anxiety from 25% to 15% (18 % is the Canadian norm).</p>	<p>Increase percentage of students feeling safe by 23%.</p> <p>Decrease the percentage of students feeling anxious by 10%.</p>	Results in Our School Survey and Student consultations (census).	Principal will monitor the results of the Our School Survey.

CONSULTATIONS

- ☐ Teachers: April 1st, 2019
- ☐ Other staff members : April 1st, 2019
- ☐ Students: Month of March 2019 (Sec. 4 ERC classes were consulted)
- ☐ Parents: April 18, 2019.
- ☐ Governing Board: April 29th, 2019
- ☐ Community Partners: April 18th, 2019

Governing Board ADOPTION

G.B. RESOLUTION NUMBER Motioned by _____ and Seconded by _____ to adopt the 2019-2022 Educational Project as presented.

CHAIR

PRINCIPAL