



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

**ENGAGE • BUILD • ACHIEVE**  
***ENGAGER • BÂTIR • ACCOMPLIR***

Lake of Two Mountains High School 

EDUCATIONAL PROJECT

2019-2022

AN ENGLISH EDUCATION, **A BILINGUAL FUTURE**  
UNE ÉDUCATION EN ANGLAIS, **UN AVENIR BILINGUE**  
[www.swlauriersb.qc.ca](http://www.swlauriersb.qc.ca)





*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.*

**MISSION STATEMENT:**

We aspire to provide a nurturing, supportive and connected learning environment in order to empower students with 21<sup>st</sup> century skills.

**VISION STATEMENT:**

The community at LTMHS believes that students learn best when they are connected, provided with authentic learning experiences, and are prepared to succeed in a complex, interconnected, and ever-changing world.

*At LTMHS we are wired to connect:  
To each other, to the community, to the environment, to the world.*



## SCHOOL 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 through an entente with the local CSSS as well as a part-time Community Police officer through an entente with the Régie de Police de Deux-Montagnes. 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, including 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 is experiencing growth in terms of student enrolment and the building has a capacity for over 700 students. In 2018, our total enrolment is at 317 students compared to 293 students in 2017 and our projected enrolment for 2019 is at 370 students. Continued growth is expected over the next years as the enrolment of our feeder schools is on the rise in the years ahead.

LTMHS has significantly more male students than female students. Approximately 11 % of our students have an EHDA code and over 30% of our students follow an IEP (Individualized Education Plan).

### 2018-2019 School Year

School Portrait Description	Gender		
	Male	Female	Overall
Number of Students	194	123	<b>317</b>
Number of Students with an IEP	74	30	<b>104</b>
Percent of Students with an IEP	38.1%	24.4%	<b>32.8%</b>
Number of Students with a Code (EHDA)*	28	6	<b>34</b>
Percent of Students with a Code (EHDA)*	14.4%	4.9%	<b>10.7%</b>

\*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 24 full-time teaching staff, we have one full-time school principal, one secretary, one full-time receptionist, 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.

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 Technician and three 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 14 years of seniority for tenured teachers. With the increased growth projected for the next few years, new posts will be opening up bringing in new staff members to the school community. 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 basketball, soccer, volleyball, music, leadership, robotics, woodworking, cooking, and travel to name a few.

### **Educational Programming**

At LTMHS, the General Education Path as well as the WOTP (Semi Skilled, Pre work) are offered. The school also offers an Academic Consolidation grouping for student struggling in cycle 1, and an ACTIVE Grouping for students at risk in cycle 2. Several learning support services are available to students throughout the year such as homework program, exam tutorials, and learning support center. Evaluation practices tend to be centered on summative evaluation.

LTMHS is proud to boast 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. Only two students at LTMHS currently have TEVA transition plans.

According to the latest AGIR report from 2015-2016, the rate of student leavers without a diploma (DES) or qualification (WOTP) was 3.4%

Last year, of the 42 students enrolled in sec 5 at LTMHS, 33 were admitted to CEGEP, which is a rate of 79%.

### **Certification and Qualification Success rates**

	2013-2014	2014-2015	2015-2016	2016-2017
Student enrolment	344	297	311	284
Certification with secondary 5 Diploma	72.8	78.6	78.8	Data not available
Qualification (WOTP and SS)	52.6	60	Data not available	Data not available
Graduation rate (secondary 5 diploma, certificate in WOTP, certificate in SS)	78	83,7	85,2	Data not available



The student population at LTMHS can be broken down as follows for the 2018-2019 school year:

	Number of Students	Percentage of School Population	Number of Coded Students-per level	Coded Student Percentage 33 total coded students
Secondary 1	75	24%	6	18%
Secondary 2	82	26%	15	45%
Secondary 3	49	15%	2	6%
Secondary 4	55	17%	1	3%
Secondary 5	39	12%	1	3%
Pre- Work and Semi Skilled	17	5%	8	24%

*\*Numbers taken on September 30<sup>th</sup>, 2018, total school population at 317 students*

### **Success Rates for MEES Uniform Exams**

On average, students at LTMHS perform well on their secondary 4 and 5 MEES end of year exams as is illustrated in the tables below. This being said, the data extracted does demonstrate gaps in the overall success rate for math CST and gaps in the success of boys compared to girls, particularly in FSL and Math CST.



### Success Rates for MEES Uniform Exams over the last 3 years:

Secondary IV	Success Rate June 2016	Success Rate June 2017	Success Rate June 2018
Science and Tech 555444	81.7	90.7	95.3
Math CST 563414	46.7	62.1	77.1
MATH SN 565426	80.8	75	75
History of Quebec & Canada 587404			No MEES exam
Secondary V	Success Rate June 2016	Success Rate June 2017	Success Rate June 2018
English Language Arts 612536	100	100	100
French as a Second Language 634504	95.9	96	90.9
French as a Second Language (Enriched) 635506	100	100	100

\*Data extracted from the June 2018 Data Base Management System

### Success Rates for MEES Courses 2018:

School Success Rate Summary	School Success Rate	Average	Success Rate of all male students (%)	Success Rate of all female students (%)	Gap (%) (Female – Male)	Success Rate of students with an IEP (%)	Success Rate of students without an IEP (%)	Gap (%) (Without – With)
S5 ELA (Regular)	97.56	75.24	95.65	100	4.3	100	97.3	2.7
S5 FSL (Regular)	86.36	69.50	78.57	100	21.43	100	84.21	15.8
S4 History (local results)								
S4 Math CST	77.14	65.86	72.22	82.35	10.13	83.33	94	11
S4 Science	97.67	76.23	95.45	100	4.55	83.33	100	17

\*Data taken from Lumix-Educational Project-Detailed Subject Analysis

In analyzing our student results for the past three years, the LTMHS Community has identified that the end of cycle one (Secondary 2) exams for the core subjects of English, Math and French are of particular concern. 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. The success rates for the end of cycle 1 end of year exams are illustrated in the table below.





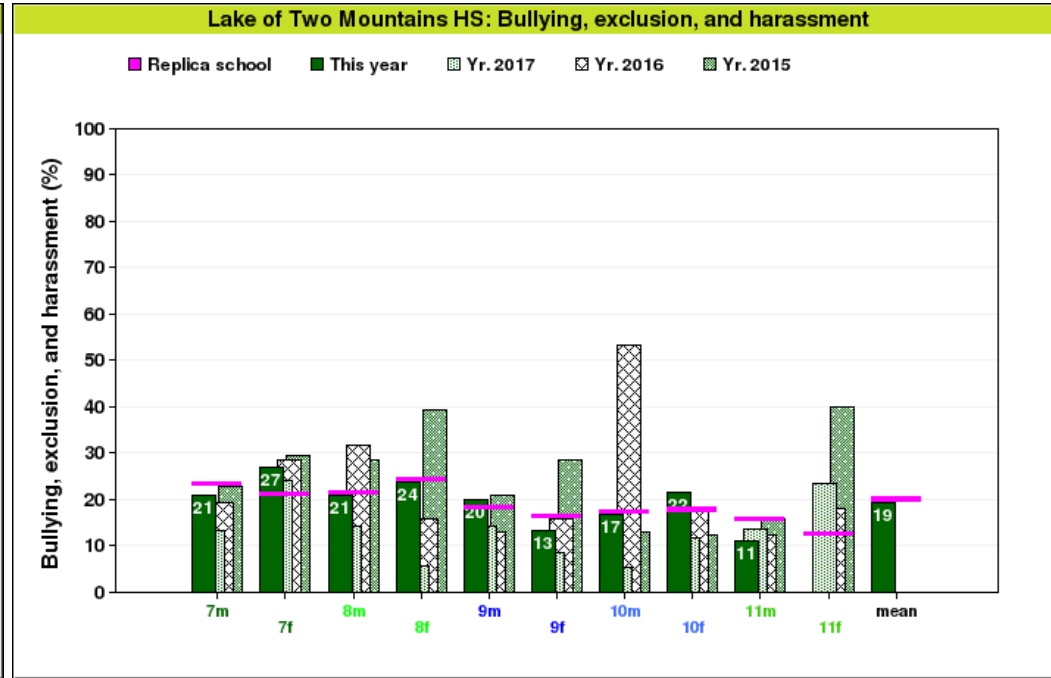
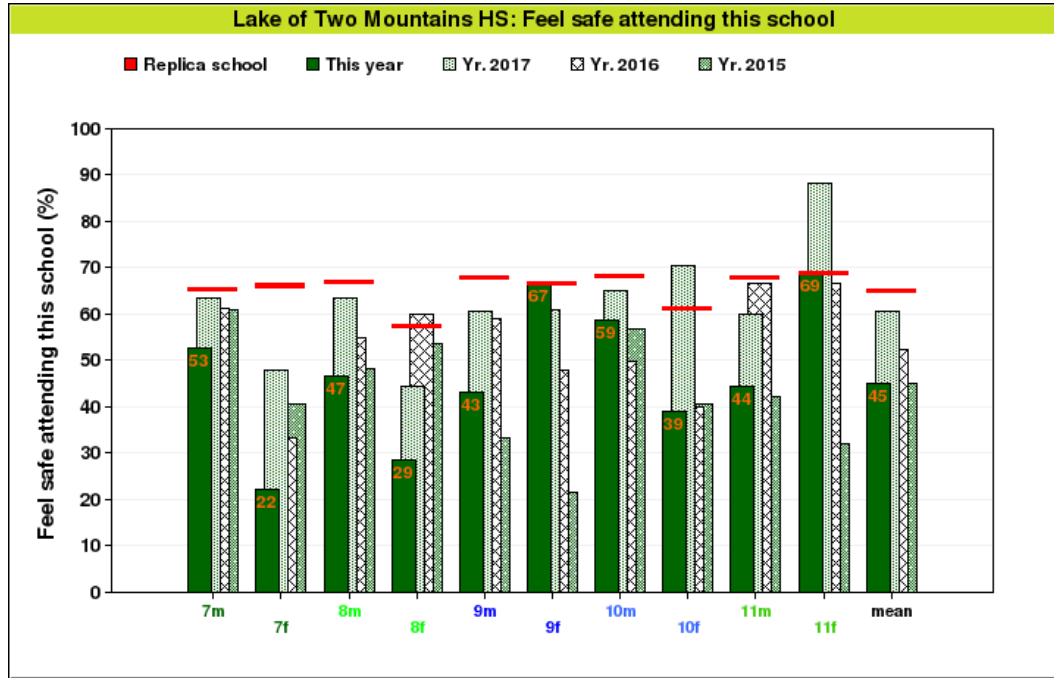
## Success Rates for end of cycle 1 exams (Secondary 2) 2018

	Average	School Success Rate Summary	Success Rate of all male students (%)	Success Rate of all female students (%)	Gap (%) (Female – Male)	Success Rate of students with an IEP (%)	Success Rate of students without an IEP (%)	Gap (%) (Without – With)
ELA 632206	67.48	78.46	79.07	77.27	1.8	69.23	84.62	15.39
Math 563226	60.79	56.45	58.54	52.38	6.16	45.45	62.50	17.05
FSL 634206	70.92	80.33	82.93	75	7.93	65.22	89.47	24.25

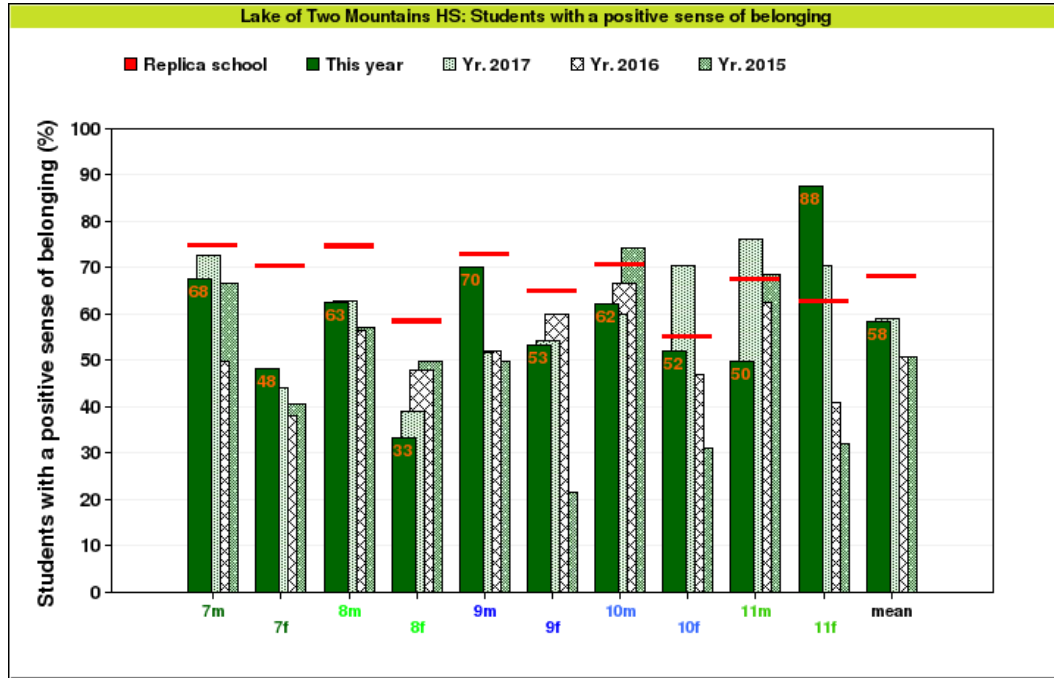
## Characteristics related to student success

### Our School Survey:

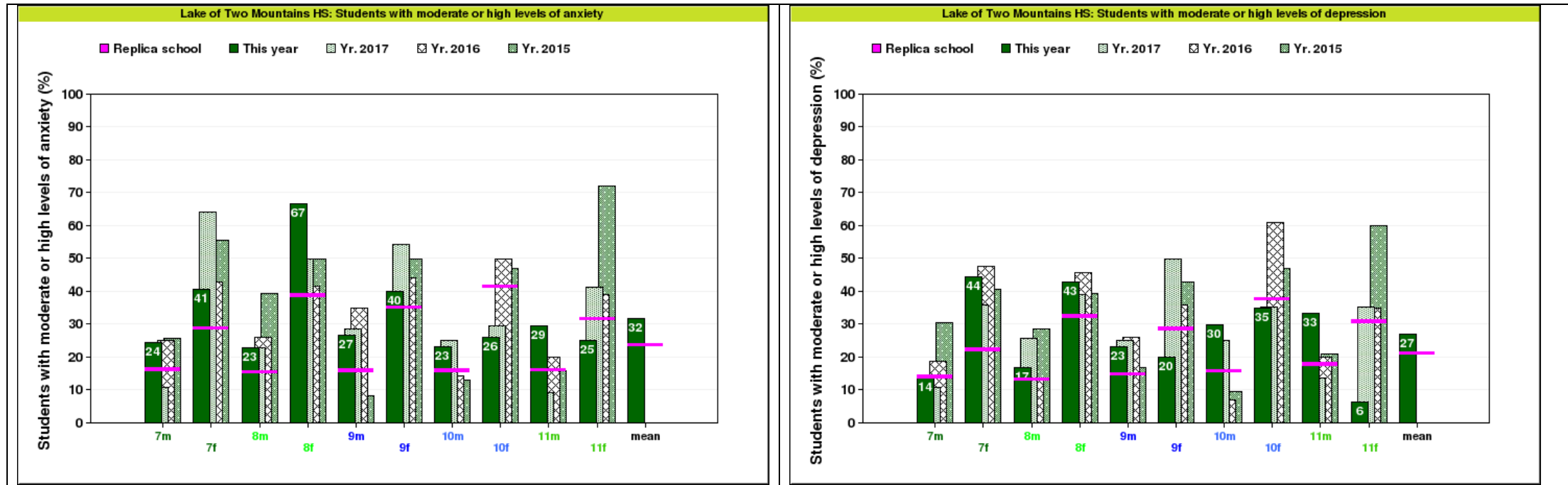
In order to monitor student engagement in school and students' perception of bullying and violence, LTMHS conducts the Our School Survey annually. The survey measures student perception on a variety of school climate indicators against the Canadian Norm. In 2018, students taking the survey, reported that their perception of being safe at school was 45%, whereas the Canadian norm for high school is 65%. One of the key challenges for LTMHS will be to explore the reasons why students do not perceive being safe at school. 19% of students reported being victims of bullying, which is lower than the Canadian norm of 20%. The school's ABAV plan and ABAV committee (Anti-Bullying, Anti-Violence) 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 dating back from 2015, only 58% of students perceive having a high sense of belonging. The Canadian Norm for High school is 67%. By fostering increased parental involvement in school (PPO), and through a variety of student engagement initiatives (mentoring, restorative practice, student leadership, school wide 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, and mindfulness). The table below shows that 32% of students at LTMHS perceive that having feelings of moderate to high anxiety.



**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. • 32% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 26%. • 40% of the girls and 25% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 35% and for boys is 16%.

Through open-ended questions where students were asked to share what they liked about their school, many answered that they appreciated the size, the closeness, the after-school activities, the breakfast program and the technology. Areas for improvement that were more frequently commented on were the lack of field trips especially for the younger grades, lack of activities to do at lunch time as well as lack of understanding at times from staff members on student issues. Students also reported that there should be more focus on mental health issues, more people to speak with as well as more spaces in the school where students can take breaks.



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 2019, and 53 families responded. The chart summarizes the top answers to the five questions asked.

<b>Survey Questions</b>	<b>Top answers</b>
What are 3 words you would use to describe LTMHS	Family, community, caring, home, technology
What is LTMHS' biggest success	Support, technology, personalized, privileged student staff relationships, small, caring, family oriented
What is LTMHS' biggest challenge	Enrolment, lack of certain options because of small size
What are 3 things you would like to see happen more of in LTMHS	More extracurricular activities, more fieldtrips, improved communication with parents on activities, more career exploration for senior students, more student discipline
What kinds of activities would you like to see more of at LTMHS	More fieldtrips, more life skills courses, more school spirit, more involvement of parents, time management coaching, more after school activities



**Staff Survey:**

A survey was conducted with staff in January 2019, the keys points are highlighted below:

STRENGTHS	CHALLENGES	COMMENTS
<ul style="list-style-type: none"> <li>• Personalized relationships with students</li> <li>• Familiarity within small school setting</li> <li>• Community school</li> <li>• Social harmony</li> <li>• Guided use of technology</li> <li>• Math and science improvement</li> <li>• Lot of resource to support students in need</li> <li>• Support staff high proportion</li> <li>• Involved and dedicated teachers</li> <li>• Safe school, security</li> <li>• Smooth transition into HS: smooth, low anxiety, positive social relationships, supportive environment</li> <li>• Network of support</li> </ul>	<ul style="list-style-type: none"> <li>• Low literacy, reading comprehension, writing, spelling</li> <li>• High level of special needs</li> <li>• History results</li> <li>• Increase enrolment</li> <li>• Low participation in sports teams</li> <li>• Low academic motivation</li> <li>• Low maturity –athleticism</li> <li>• Students lack self- awareness</li> <li>• Low parental involvement</li> <li>• Small school challenges ( fewer options, enriched programs, difficulty in getting numbers for activities, teams)</li> </ul>	<ul style="list-style-type: none"> <li>• More phys ed in cycle 1</li> <li>• Many very strong, many very low students</li> <li>• Increase literacy levels at feeder schools and at LTMHS</li> <li>• Maintain small classes, tutorials</li> <li>• Would like to see more professionals talk about diversity</li> <li>• Increase PD within the school, personal PD, school based</li> <li>• Leverage the technology properly</li> </ul>



## Challenges and Policy Orientations

1. Challenge: Success for all students  
Policy Orientation: Reduction in success gap between boys and girls  
Objective: Increase the success rate of boys on the MEES Sec 5 FSL end of year evaluation by 11%  
Indicator: 11% Improvement  
Target: 90% success rate
  
2. Challenge: Physical and Psychological wellbeing of all students  
Policy Orientation: Provide a healthy and safe environment  
Objective: Increase the percentage of students' perception of feeling safe at school by 25% by 2022  
Indicator: percentage of students who feel safe at school  
Target: 70% by 2022
  
3. Challenge: Student engagement  
Policy Orientation: Fostering a sense of student belonging in school  
Objective: Increase the percentage of student's sense of belonging in school by 12% by 2022  
Indicator: Percentage of students who have a high sense of belonging  
Target: 70% by 2022
  
4. Challenge: Student Success  
Policy Orientation: Increase numeracy and literacy skills  
Objective: Increase the average on end of cycle exams of secondary 2 students to between 70 and 75% range by 2022  
Indicator: Improvement on core subject exams (ELA, Math and FSL)  
Target: 70 -75% by 2022



**SCHOOL ORIENTATION: Reduction in success gap between boys and girls**

MEES OBJECTIVE 1	SWLSB OBJECTIVE 1	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
<p>By 2030, reduce to the gap in success rates between various groups of students by 50%</p>	<p>By 2022, reduce the success gap between boys and girls from 8.7% to 6.2%</p>	<p>To increase the success rate of boys on the MEES Sec 5 FSL end of year evaluation by 11%</p>	<p>90% success rate</p>	<p>11% improvement on end of year exam and term report cards</p>	<p>Verification of marks at the end of each term Level meetings</p>
	<p>By 2022, reduce the success gap between students with an IEP and students without an IEP from 31.4% to 25.4%</p>				
	<p>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%</p>				





SCHOOL ORIENTATION:					
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.				

The SWLSB Head Office oversees this objective

SCHOOL ORIENTATION: Increase numeracy and literacy skills



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.		Increase the average on end of cycle exams of secondary 2 students to between 70 and 75% range by 2022	70-75% by 2022	Improvement on end of year assessments between 10-15% on core subject exams (ELA, Math and FSL)	Principal will review term results, sec 2 team meetings, identification of at-risk students in sec 2



SCHOOL ORIENTATION:					
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%	Does not apply		MEES Grade 6 end-of-year Assessment	
	By 2022, maintain the Grade 6 English Language Arts Writing Competency at 94%	Does not apply		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%	Does not apply		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%	Does not apply		SWLSB Grade 6 end-of-year Assessment	



**SCHOOL ORIENTATION:**

<b>MEES OBJECTIVE 5</b>	<b>SWLSB OBJECTIVE 5</b>	<b>SCHOOL OBJECTIVES</b>	<b>TARGET</b>	<b>INDICATORS</b>	<b>MONITORING</b>
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	The SWLSB Head Office oversees this objective			



**SCHOOL ORIENTATION:**

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	AEVT			



**SCHOOL ORIENTATION:**

<b>MEES ORIENTATION 2</b>	<b>SWLSB ORIENTATION 2</b>	<b>SCHOOL OBJECTIVES</b>	<b>TARGET</b>	<b>INDICATORS</b>	<b>MONITORING</b>
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)	Does not apply			



**SCHOOL ORIENTATION:**

<b>SWLSB ORIENTATION 1</b>	<b>SCHOOL OBJECTIVES</b>	<b>TARGET</b>	<b>INDICATORS</b>	<b>MONITORING</b>
Retaining and supporting high-quality and effective school and board teams to improve the learning experience and success of learners				



**SCHOOL ORIENTATION: Fostering a sense of student belonging in school**

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	Increase the percentage of student's sense of belonging in school by 12% by 2022	70% by 2022	Percentage of students who have a high sense of belonging	Through attendance, percentage of students participating in ECAS





**SCHOOL ORIENTATION: Provide a healthy and safe environment**

SWLSB ORIENTATION 3	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING
Promoting learning and working environments that promote health, safety and well-being	Objective: Increase the percentage of students' perception of feeling safe at school by 25% by 2022	70% by 2022	Percentage of students who feel safe at school as reported on Our School Survey	Through ABAV Plan, through ISM reporting of violent band bullying incidents



**SCHOOL ORIENTATION:**

SCHOOL ORIENTATION	SCHOOL OBJECTIVES	TARGET	INDICATORS	MONITORING



## CONSULTATIONS

- Teachers: *DATE(s) January-May 2019*
- Students: *April 2019*
- Parents: *March-April 2019*
- Governing Board: *April –May 2019*

## Governing Board ADOPTION

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

---

CHAIR

---

PRINCIPAL