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SAA Secondary 189

EDUCATIONAL PROJECT

2024-2028





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PURPOSE AND DEFINITION OF THE EDUCATIONAL PROJECT

This educational project is a strategic tool through which Sainte-Agathe Academy Secondary 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 Sainte-Agathe Academy Secondary, 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).





GROUPS INVOLVED IN THE PREPARATION OF THE EDUCATIONAL PROJECT

Committee Members	Roles
Logan Chesney, Justin	Teacher
Simon, Timothy	Teacher
Syrkos, Natasha	Support teacher
Paquin, Chantal	CLC Community Development Agent Technician
Celestino, France	Principal

CONSULTATIONS HELD FOR THE PREPARATION OF THE EDUCATIONAL PROJECT

Consultations	Date	Time	Location	Details (optional)
Teachers	Spring 2023 & October 2023		Online & at school	
Other Staff Members	Spring 2023		Online & at school	Ongoing with CLC
Students	Spring 2023		Online at school	Fall 2023
Parents	Spring 2023		Online	
Governing Board	Octpber -November 2023		Online & in presence	
Other Stakeholders				





MISSION

SAA strives to equip all students with the skills to inspire lifelong learning.

VISION

VISION

SAA believes that youth can be empowered through authentic learning experiences led by innovative teachers dedicated to

- o engagement in the community
- o being active within our natural surroundings
- o fostering independence, integrity and well-being

CORE VALUES:

Respect of self, others and the environment
Tolerance and collaboration
Well-being and connection with nature
Academic rigour
Personal growth and community engagement

SCHOOL/CENTRE PROFILE

ENVIRONMENT

Sainte-Agathe Academy is part of Sir Wilfrid Laurier School Board. It offers a general education in the youth sector from pre-kindergarten to secondary five. The school is located just half a kilometer from Lac des Sables in the small city of Sainte-Agathe-des-Monts in the Laurentians. It has access to many of the municipality's facilities: parks, beaches, ice rinks, arena and pool. Its building houses a CLC - Community Learning Center¹.

The neighbouring Centre Scolaire des Laurentides provides French public education in the region. Every year a few of our Grade 6 students transfer to one of the French secondary schools offering concentrations: sport-étude ski, dance or soccer, option des amériques, and option musique. There are currently three private schools and one alternative school operating on the same



¹ The Community Learning Centres initiative is intended to assist English schools to become community schools that combine education with other resources such as health and social services. CLCs also bring together various players dedicated to youth development, community involvement and family support. See MEQ website.



territory: École Imagine (Pédagogie Waldorf) in Val David, Collège Laurentien (Plein air) in Val Morin, École Marie-Clarac (Harmonie-Nature) in Saint-Donat, and École alternative de l'expédition in Sainte-Adèle. Post-secondary education is available through Cégep de Saint-Jérôme, at their Tremblant campus.

Sainte-Agathe Academy covers vast school attendance zones (over 25 municipalities). Therefore, 43% of students in elementary and secondary travel on a school bus more than 1.5 hours daily. Transportation by bus is sub-contracted to Commission Scolaire des Laurentides. The school does not run a daycare service before or after the regular school day but does arrange for afterschool busing for cycle 3 elementary students one night per week and for high school students two nights per week.

Situated within walking distance are the CLSC Sainte-Agathe and the CISSS² des Laurentides with resources in health and social services. A nurse assigned to the school oversees auto injector training and vaccination and assists with health education. Social workers and specialized educators work with the school to support families and/or students requiring interventions that are more specific. Affiliated with the CISSS³, Le Flores⁴ and Le Bouclier⁵ offer specialized services for students with special needs and their families. A community agent from Sureté du Québec is assigned to the school. SAA is also close to many community organizations such as Partenaires Pour La Réussite Éducative Dans Les Laurentides (PREL) promoting school perseverance, l'Envolé RASM for mental health issues, 4Korners for English family resources, Tangage for addiction prevention, Parent Unique des Laurentides and l'Élan Centre D'aide helping female victims of sexual abuse. In the region, it remains a challenge to get services for our English-speaking families.

SCHOOL POPULATION AND STUDENT CHARACTERISTICS

The IMSE (Indice de milieu socio-économique)⁶ is 8 out of 10 for elementary and 7 out of 10 for high school which ranks the school amongst the most vulnerable in Quebec. Consequently, Sainte-Agathe Academy receives funding under the New Approaches New Solutions MEQ⁷ intervention strategy for retention.

As of September 2023, the enrolment for 2023-24 is 123 students for high school down from 127⁸ the previous year. Enrolment had been steadily increasing since 2020 until this fall.⁹ Our high school students come from SAA Elementary of course, but they also transition from our feeder schools Arundel Elementary and Sainte-Adèle Elementary. Most of our students are born in Quebec. The composition of the student body is mostly homogeneous and from European ancestry. 43% of students in high school speak mostly English at home, 57% of students speak French.¹⁰

² Centre Intégré de Santé et de Services Sociaux

³ Centre de Santé et de services sociaux des Sommets

⁴ Centre de soutien aux personnes ayant une déficience intellectuelle

⁵ Centre de réadaptation en déficience physique

⁶ L'IMSE est composé de deux variables, soit la sous-scolarisation de la mère et l'inactivité des parents, lesquelles ressortent comme les variables explicatives les plus fortes de la non-réussite scolaire.

⁷ Ministère de l'Éducation du Québec

⁸ Taken from 2023-2024 Enrolment as of March 31, 2023.

⁹ Enrolment on September 30 of 2020: 114 2021 : 124 2022 : 127

¹⁰ Power BI data March 2023





Accordingly, attending school in a second language setting represents an extra challenge for many students in high school. 44% of our students have two addresses (one for mom and one for dad) and another 34% are living exclusively with one parent.¹¹

Special needs students, those on modified programs, and those considered at risk are generally integrated into regular classrooms. Out of 121 students in October 2023, 13 have a MEES handicap, social maladjustment or learning difficulty code – 11 of them boys and 2 girls - which represents 11%, higher than the SWLSB 6.75%. 51 students (41 boys and 10 girls) follow an Individual Education Plan. This represents 42% of the school population compared to 20.4% for all SWLSB schools. 45 of these students are in an inclusive setting while 6 are evolving in a heterogeneous special class setting. Ten students follow a modified program in one or more core subjects. Our at-risk population counts for more than 34% of our student population in high school¹². Five students are on a waiting list to be evaluated by our school psychologist.

In 2022-2023, 5 incidences related to bullying, 3 incidences related to sexual violence and 16 incidences related to violence were reported in ISM¹³. In high school, we have put effort into documenting incidences as they arise to get a clear portrait. The data collected from the October 2023 OurSchool Survey¹⁴ showed that 32% of students in Secondary 1 to 5 had moderate to high levels of anxiety, in line with the Canadian norm at 32%. One of the indicators revealed that 27% said they had been victims of moderate to severe bullying in the previous month compared to 22% for the Canadian norm. 30% were experiencing moderate to high levels of depression compared to 31% for the Canadian norm. These numbers are consistent with those from November 2022 (experiencing anxiety 28%, victim of bullying or violence 36%, feelings of depression at 33%). It should be noted that these are student perceptions. Teaching staff reports there are more interventions concerning exchanges via social media (messages, pictures, etc.).

ACADEMIC DATA

Sainte-Agathe Academy follows the Quebec Education Program and the Progressions of Learning. Evaluation practices are consistent with guidelines in SAA's Standards and Procedures for the Evaluation of Learning. In September, teachers provide parents with the Evaluation Plan for each subject. Teachers use both formative and summative assessment methods during the school year. At the end of each term, students are evaluated using formal assessment tools and mandated exams. Here is data collected in the last years:

The graduation rate (high school diploma obtained in 5 years) for 2022-2023 was 90.2% (19/21 students). One student did not succeed on the English secondary 5 MEQ exam and is currently in trade school. This student should be graduating in January after a retake of the exam. The second student was missing Math secondary 4 and is now attending adult education to obtain the credits necessary to graduate. Our graduation rate the previous year was 95% (19/20 students). One student did not graduate but got a trade school degree soon after.¹⁵

¹¹ GPI October 2023

¹² Mozaik November 2023 and Power BI data November 2023

¹³ Informattin System Management

¹⁴ The OurSCHOOL student survey allows to measure and understand the factors that are known to have direct and profound impacts on student learning and well-being. thelearningbar.com

¹⁵ Data provided by the guidance counselor





The following table maps out the subject success rates of students since 2018. It should be mentioned that these results represent the number of students who also passed after retakes of 2018 and 2019. The school provides extra support through dedicated remediation periods and subsidized individual tutoring to help students academically. This approach is necessary because the alternatives offered are not practical for our clientele: summer school in Laval or in the French sector.

Subject Code	June 2018		June 2019		June 2022 ¹⁶	
	Subject Success Rate	No. of Results	Subject Success Rate	No. of Results	Subject Success Rate	No. of Results
Science & Tech. 555444	69.2%	13	83.3%	23	88,9%	9
Applied Sci. & Tech. 557416					78,6%	14
Math (CST) 563414	80.0%	10	64.3%	14	40%	15
Math (SN) 565426	83.3%	6	100%	9	100%	8
HQC 585404 /HCE 587404	84.6%	13		14	96%	25
ELA 612536	100%	21	100.0%	14	95,5%	22
FSL Base 634504	95.5%	22	100.0%	14	90.9%	22

Subject Code	June 2023 ¹⁷	No. of Results	Mean	Scored 60% to 73%		Failed
				Scored 60% to 73%	Scored 74% to 100%	
Science & Tech. 555444	100%	8	87%		100%	
Applied Sci. & Tech. 557416	75%	8	67.4%	50%	25%	25%
Math (CST) 563414	100%	11	81%	27%	73%	
Math (SN) 565426	100%	8	86.3%		100%	
HQC 585404 /HCE 587404	66.7%	15	69.6%	13%	54%	33%
ELA 612536	90.5%	21	75.7%	43%	52%	9.5%
FSL Base 634504	100%	21	87.9%	9.5%	90.5%	



¹⁶ Power BI Data

¹⁷ Power BI Data



In English Language Arts, our success rate is over 90 % on final subject results in the last two year and in French Second Language the results are equally satisfactory. However in all subjects, but FSL we notice that the percentage of student scoring 74% and over is low for groups of students in the regular stream.

In addition, data collected with the DIBELS¹⁸ reading assessment tool indicates that only 49% of student in cycle 1 are reading at level¹⁹ – 6 out of 19 students in secondary 1 and 19 out of 32 students in secondary 2.

SCHOOL STAFF MEMBERS AND SCHOOL STRUCTURE

As per the Education Act, Sainte-Agathe Academy activities are overseen by its Governing Board, a decision-making body composed of the principal, parents, teachers, support staff, students in cycle 2 of secondary school, and community representatives. They work collaboratively on ensuring resources are mobilized for student success.

The school employs more than 45 team members. The average age is in the mid-40s. There is stability in experienced teachers and support personnel. Most educators, secretaries, special education technicians, supervisors and attendants have been working at SAA for several years and many live in the region ensuring the transmission of knowledge, culture and community values. A school psychologist is assigned to the school as per the priority list determined by the Pedagogical Services Department. This non-teaching professional conducts evaluations and provides the school team with recommendations to support students with special needs. Consultants from SWL’s Pedagogical Services Department also provide support when requested in core subjects, resource, and to improve school climat.

In high school, there is one class per grade level, except for Secondary 2 and 3, which have two groups each. The number of students per class varies from 6 to 21. In Secondary 4 and 5, groups are split for Mathematics and Science. Regular path electives vary depending on subject-time allocation. In 2023, five students are registered in the Work Oriented Training Path – Semi Skilled - program where they complete stages a few days per week in local businesses while continuing to study in core subjects (Mathematics, English Language Arts, French Second Language and Science).

Educational Options	Secondary 1	Secondary 2	Secondary 3	Secondary 4	Secondary 5
	General Path	General Path	General Path	General Path	General Path
			Science Option	Science Option	Science Option
			WOTP Semi-Skilled Option		

Annually, one or two student teachers complete stages in either elementary or high school. A few former teachers volunteer regularly in organizing student activities. However, it should be noted that because of fluctuating enrolment, staff on excess and part-time contracts offered, there is a yearly turnover in teachers at both the elementary and secondary levels.



¹⁸ Dynamic Indicators of Basic Early Literacy Skills
¹⁹ Students scoring in the bleu or green on the composite score



In terms of professional development, teachers can take part in sessions or workshops presented either by the SWL Pedagogical Services or by exterior organizations. Teachers and support staff also have access to funds through the Professional Improvement Committee to participate in pedagogical training. It should be mentioned, that because of geographical location and transportation being provide by Centre scolaire des Laurentides, Sainte-Agathe Academy does not follow the SWLSB calendar. Consequently, staff cannot always avail themselves of the professional development being offered on specific dates at the board level mainly for considerations related to cost of substitution and safety. During this school year however, three teachers took part in different PDIGs²⁰. Furthermore, there has been an ongoing Professional Learning Community of teachers at the secondary level to encourage collaborative professional improvement on topics related to literacy – aligning best practices in teaching talking, reading comprehension and writing across subjects.

One of the areas teachers are wanting to explore further is the use of digital resources available. Sainte-Agathe Academy received a substantial grant last year from the MEES allowing it to purchase digital resources for robotics and coding. Three teachers have been trained in the workings of this equipment and are now in the process of sharing their knowledge with other teachers. The intent is that teachers will be using it in the classroom to enhance the learning in different subjects.

Staff works hard to motivate students and promote school perseverance. Interesting data from the October 2023 OurSchool Survey results²¹ shows that 54% of students in Secondary 1 to 5 valued schooling outcomes but that 73% put effort into succeeding, compared to the Canadian Norms at 65% on both graphs. Teachers understand the importance of maintaining meaningful relationships with students. They organize extra-curricular activities for students during lunchtime and afterschool like Drama Club, Basketball, Dungeons & Dragons and Gaming. Despite this, OurSchool Survey results from October 2023 indicate that only 62% of students had a high sense of belonging compared to 62%, the Canadian norm. As mentioned before, it should be noted these are student perceptions.

Sainte-Agathe Academy is fortunate to have a Community Learning Centre located in the building. Its Community Development Agent sits on several networking tables in the French and English sectors. This allows SAA to stay informed on resources available in the region and to create partnerships with both sectors, and as such contributes to enrich the repertoire of opportunities for activities. Organizing and coordinating initiatives from teachers, parents or community members is one key function of the CLC. Activities with the CISSS des Laurentides, a breakfast program serving all students a breakfast snack every morning, a rooftop garden project, The Kitchen Brigade with La Tablee des Chefs, Fillactive to help girls adopt a healthy lifestyle, are a few examples of collaboration between diverse stakeholders. and the new Outdoor Classrooms made available to teachers to incorporate outdoor learning during regular class time.

Much of the support (financial and physical) provided to Saint-Agathe Academy and permitting it to purchase equipment, organize outings, and coordinate special events comes from the invaluable contribution of its Parent Participation Organization, a small group of parent-volunteers dedicated to making learning enjoyable for all through donating time and fundraising. Many of our students as mentioned spend a considerable amount of time being transported to and from school. Most of our students come from low socio-economic homes and may not have the opportunity to partake in cultural outings or sports outside of school, or may not have easy access to facilities, equipment, etc. in our rural setting. Providing busing for outings, money for graduation events, and looking into adding a play module to the schoolyard are just a few of the projects taken on by SAA's PPO.

EDUCATIONAL INSTITUTION



²⁰ Professional Development and Innovation Grants are available to public and private schools and centres in the youth, adult and vocational training sectors to focus on improving pedagogical practice or to focus on collaborative school/centre team efforts to create systemic change within the school/centre. In 2022-23, our teachers took part in the following PDIGs: Follow-up math summer institute

²¹ The OurSCHOOL student survey allow to measure and understand the factors that are known to have direct and profound impacts on student learning and well-being. thelearningbar.com



Beautifully situated and overlooking Lac Des Sables, Sainte-Agate Academy enjoys the benefits of being in a small city surrounded by a country setting. The building, with sections renovated in 2006, is well kept and offers all the functionalities to accommodate students from pre-kindergarten to secondary 5: well-lit classrooms, a large playground, a moderately sized gymnasium with stage, a lab and science room, two staffrooms, a workshop, a recently updated library, and a cafeteria where the caterer serves delicious homemade meals every day.

SAA was allocated a grant by the MEQ under the program Embellissement des cours d'école just before the pandemic. Under the coordination of the CLC community development agent, and with donations from local stakeholders, SAA's outdoor classroom project was completed and inaugurated in October of 2023. This beautiful installation provides a convenient outdoor space to accommodate two groups of students for learning activities.

Wifi is available throughout the building. Teachers and students have access to laptops, Chromebooks and Ipads for educational projects. Smartboards are installed in almost all classrooms. Several portable devices are easily accessible as well as a video conferencing unit. A Data Processing Technician, assigned one day per week, does updates and repairs regularly.

With the recent addition of measures from the MEES; more staff has been hired (teachers, special education technicians and attendants) to assist in the classrooms. Despite these new resources, the growing needs of our at risk population who requires specialized interventions are still not covered.

CHALLENGES

Challenges:

- Success rates in Math and Science (regular stream) – our priority in 2023-2024 is a PLC with focus on math, intensive intervention, and resource support
- Mental health and wellbeing impacting learning – important because taking up a lot of resources
- Lack of services by professionnels

TEACHING AND LEARNING OF MATHEMATICS AND SCIENCE

Success rates on the MEQ CST competency 2 and the MEQ Applied Sciences exam need to improve. A low percentage of students usually scored between 74 and 100% on these exams. An increase in the results in Math and Science across secondary is essential to ensure the future success of SAA students.

Intensive intervention and resource support are initiatives already in place. To allow for sharing of best practices and accountability across cycles, the participation of teachers in a Professional Learning Community (PLD) focusing on effective teaching strategies of Math and Science is a priority taking place in 2023-24 school year.



READING FLUENCY, ACCURACY, AND COMPREHENSION, IN CYCLE 1



DIBLES²² results show that a large proportion of students in cycle 1 struggle with fluency, decoding, and comprehension. This has a significant impact on reading across subjects in high school. As mentioned above, 57% of our students speak mainly French at home. Attending SAA is synonymous with learning a second language for many.

Targeted intervention through resource support and tutoring are priorities as well as the alignment of practices to insure cohesive instruction and the use of research based strategies in teaching decoding skills and developing comprehension abilities.

MENTAL HEALTH AND WELLBEING IMPACTING LEARNING

Support personnel assigned to special needs students are having to intervene with a growing number of students showing signs of restlessness, anxiety, and depression. These manifestations of issues related to mental health are impeding student learning by having an impact on self-esteem, motivation, and resiliency. While we do not have data indicating the number of students struggling in this area, on a daily basis the attendants, the special education technician, and the resource teacher are having to manage difficult or distressing behavior. The lack of professionals, such as a school psychologist, has consequences on the effectiveness of the interventions.

Improving the school climate by putting in place preventative measures as in the Safe School plan helps with the violent behavior. Training teachers and staff to become knowledgeable in applying the fundamentals of SEL – Social and Emotional Learning. As explained on the CASEL website²³ *SEL can be a powerful lever for creating caring, just, inclusive, and healthy schools that support all young people.* To measure progression SAA would use the data provided by the OurSchool survey results and the Student Well-being Framework that will be provided by the MEQ in the year to come.

Teachers plan on developing an Outdoor Physical Activity program as a course elective in Secondary 4 and 5 to improve physical and mental well-being.



²² Dynamic Indicators of Basic Early Literacy Skills

²³ <https://casel.org/fundamentals-of-sel/>



POLICY ORIENTATIONS

Statement of your school/centre's policy orientations introduced by a single verb (i.e. Achieving high expectations):

- Improve student achievement in academics
- Improve student well-being

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 the success rate on the MEQ CST Secondary 4 end-of-year Math exam in C2 <i>Uses mathematical reasoning</i>
Objective 2	Increase the number of students reading at level in Cycle 1 in English
Objective 3	Develop and implement an Outdoor Physical Activity course elective in Secondary 4 and 5





SCHOOL/ CENTRE ORIENTATION 1					
<ul style="list-style-type: none">Improve student achievement in academics					
MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Objective 1 Increase student success	SWLSB Orientation 5 To ensure that collaborative teams, like PLCs, are in place to allow for sharing of best practices	Increase the success rate on the MEQ CST Secondary 4 end-of-year Math exam in C2 <i>Uses mathematical reasoning</i>	MEQ Secondary 4 end-of-year CST Mathematics C2 <i>Uses mathematical reasonning</i>	Increase to 50% the number of students scoring between 74% and 100% on the June 2027 MEQ Secondary 4 CST exam in C2 <i>Uses mathematical reasonning</i>	Administration along with Math head of department/ mentor and Math Teachers, every 6 weeks using diagnostic tests ²⁴ , systematic formative assessment and end-of term results





SCHOOL/ CENTRE ORIENTATION 1

- Improve student achievement in academics

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Objective 1 Increase student success	SWLSB Objective 1: To improve board-wide special needs students`s reading levels through targeted intervention	Increase the number of students reading at level in Cycle 1 in English	Composite scores on DIBLES ²⁵ results compiled twice yearly	Increase from 49% to 70% of students reading at level in DIBLES (blue and green on composite score)	Administration along with Resource and ELA teachers cycles 1 and 2, every reporting period using DIBLES and end-of -term results

SCHOOL/ CENTRE ORIENTATION 2

- Improve student well-being

MEQ OBJECTIVE / ORIENTATON	SWLSB OBJECTIVE / ORIENTATION	SCHOOL/CENTRE OBJECTIVE	INDICATOR(S)	TARGET(S)	MONITORING
MEQ Orientation 2 Favoriser une pratique saine et sécuritaire des sports, des loisirs, des activités physiques et de plein air pour tous	SWLSB Orientation 1 To support and increase the success of diverse learners and at-risk students academically, socially, and emotionally	Develop and implement an Outdoor Activity program (course elective) in Secondary 4 and 5	Number of hours allocated to the Outdoor Activity program Number of activities offered in the Outdoor Activity program	Develop the program by June 2024 Have an elective offered to students of secondary 4 and 5 by September 2024	Administration along with coordinator of ECAs and Outdoor Activity Program



²⁵ Dynamic Indicators of Basic Early Literacy Skills



GOVERNING BOARD ADOPTION

Resolution	<p>GB10012024-12 ____Cynthis Fournier__ MOVED THAT the 2024-2028 Educational Project be adopted as presented on __January 10, 2024_____. (date)</p> <p>Seconded by____Jessica Murray_____.</p>
Signatures	<div><div>Melanie Bow CHAIRPERSON</div><div>France Celestino PRINCIPAL</div></div>

