EDUCATIONAL PROJECT 2023-2027
LaurenHill Academy
English Montreal School Board

The educational project is a strategic tool for an educational institution that defines its policy orientations, priority actions and expected results. It is a tool to inform its community with a view to ensuring educational success for all students regardless of age. The educational project reflects the characteristics and needs of the students who attend the educational institution, as well as the community's expectations regarding the education they receive. The educational project is prepared and implemented through the collaborative efforts of the various school stakeholders: students, parents, teachers, and other school staff members as well as community and school board representatives.

The educational project is part of a process designed to promote coordinated action and synergy among the various levels of the education system (MEQ, school boards and educational institutions), with due regard for their specific areas of autonomy and characteristics. This educational project must align with the English Montreal School Board's Commitment to Success Plan.

LEGAL FRAMEWORK

According to the Education Act, Sections 37 and 97.1, an educational institution's educational project must include:

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

The educational project must:

- respect the students', parents', and school staff's freedom of conscience and of religion (EA, Section 37),
- cover a period that is harmonized with the period covered by the school service centre or school board's Commitment to Success Plan and the period covered by the MEQ strategic plan (EA, Section 37.1, 97.2 and 209.1),
- comply with the terms established by the Minister to coordinate the entire strategic planning process between the educational institutions, the school service centre or school board and the MEQ (EA, Section 459.3),
- be consistent with the school service centre's or school board's Commitment to Success Plan (EA, sections 37 and 97.1).

COMPOSITION OF THE SCHOOL TEAM

This educational project was created by a school team that included a cross section of staff members including 2 teachers, 1 technician, 1 arrangement of service employee all lead by the school's administration team.

GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

The school conducted a thorough consultation process with various stakeholders through a blend of in-person and online methods, ensuring wide-ranging participation and feedback. The Governing Board engaged in in-person briefings and online discussions, receiving updates and contributing feedback, while parents were reached through online meetings held in the evenings, supplemented by recorded briefings and a questionnaire open for five days to enhance accessibility. Community representatives, including CLSC, Social Affairs, socio-community police officers, and various community groups, participated in both in-person meetings and online briefings, enabling a fruitful exchange of ideas and concerns. Student input was gathered via in-person meetings where possible, and through online platforms, with student council meetings and dedicated questionnaires serving as primary channels for their input. Staff involvement was comprehensive, with regular meetings and an online pedagogical day designed to share updates, address questions, and discuss strategies, thereby fostering a collaborative environment for all school members. This multi-faceted approach to stakeholder consultation was instrumental in ensuring inclusivity, gathering diverse insights, and facilitating informed decision-making within the school community.

SCHOOL PROFILE

LaurenHill Academy stands as a beacon of educational excellence within the diverse and vibrant city of Montreal, Quebec. Hosting approximately 1,100 students across secondary levels one to five, this institution is celebrated for its innovative approach to learning and its commitment to fostering an inclusive and supportive school environment. The Academy is uniquely divided across two campuses: the Junior Campus, which nurtures secondary 1 and 2 students (425 in total), and the Senior Campus, which supports students from grades 3 to 5 (675 students). This division is designed to cater specifically to the developmental and educational needs of students at different stages of their academic journey.

The student body at LaurenHill Academy mirrors the rich linguistic and cultural mosaic of Montreal, with English speakers making up 69% of the population, alongside a diverse mix of Greek, French, Urdu, Arabic, Bengali, and many other linguistic backgrounds. This diversity is reflective of the wide range of socio-economic backgrounds present within the student community, as indicated by an indice de milieu socio-économique (IMSE) of 8. Such diversity enriches the learning experience, fostering a culture of mutual respect and understanding among students from various walks of life. 73% of our students come from two parent families, 25% single parent families and the remaining 2% have guardians.

At the heart of the Junior Campus's curriculum is a strategic focus on ensuring a seamless transition for students advancing from elementary to senior high school levels. The campus offers enriched courses across core subjects, designed to challenge and engage academically adept students. Additionally, adapted programs are in place to enhance all students' opportunities for success. A

standout feature of the school is the STEAM program, an inquiry-based educational initiative that blends Science, Technology, Engineering, Arts, and Mathematics. This program encourages students to pose in-depth questions and apply their acquired knowledge to solve real-world problems and practical scenarios. To further support students facing academic delays, the Cycle 1 Allongé program allows for a three-year completion of cycle one instead of the standard two years. This added year is instrumental in building students' confidence in their academic abilities, without the setback of repeated failures.

Language instruction at LaurenHill is meticulously structured into three distinct streams: French Enriched (Immersion), langue d'Enseignement, and a standard French second language program. Each stream is carefully designed to provide the essential linguistic foundation required for students' successful transition into CEGEP, accommodating varying levels of proficiency and interest in the French language.

The leadership team at LaurenHill Academy, consisting of one principal and three vice-principals who travel between campuses, plays a pivotal role in ensuring the smooth operation and safe learning environment of the school. Approximately 75 dedicated teachers, supported by a comprehensive resource team, integration aids, behaviour technicians, and guidance counselors, work collaboratively to meet the diverse academic needs of students. The school also benefits from partnerships with community entities, such as the YMCA, which provide specialized interventions, further enhancing the support network available to students.

Parental engagement is a cornerstone of the LaurenHill community, facilitated through the Governing Board and the Home and School Association. These bodies enable parents to actively participate in the school's decision-making processes and contribute to organizing activities that enrich students' educational experience. Fundraising efforts, such as comedy nights, paint nights, and calls for donations, play a crucial role in supporting school initiatives, demonstrating the collaborative spirit that defines the LaurenHill community.

A significant portion of the student body, 33%, requires Individual Education Plans (IEPs), closely monitored by the school's dedicated resource team. This team ensures tailored academic and emotional support, catering to the unique needs of each student. The school prides itself on its wide array of clubs and special spaces, such as the Cove and Oasis, designed for sensory stimulation and relaxation. Additionally, a rich arts program offering Dance, Visual Arts, Drama, and Music provides students with numerous opportunities for creative expression and personal growth.

The Physical Education department boasts state-of-the-art facilities and staff, including mindfulness programs and access to a swimming pool at the Junior Campus, emphasizing the importance of physical well-being alongside academic achievement. Integration of technology into the learning process is a priority, with SMARTBoards in classrooms, mobile computer labs, and makerspaces facilitating innovative project creation. Cultural and experiential learning is further enriched through an extensive array of field trips, both locally and internationally, allowing students to gain valuable insights beyond the classroom walls.

With a graduation rate of around 92%, LaurenHill Academy's commitment to innovation and adapting to the varied needs of its diverse student population is unwavering. The Academy is recognized as a pedagogical leader within Montreal's English-speaking community, thanks to its comprehensive tutorial and remediation programs, supportive learning environment, diverse academic offerings like

STEAM, experiential learning opportunities, and robust communication and collaboration among staff, students, and parents. The positive school climate is cultivated through extensive extracurricular activities, an inclusive and supportive atmosphere that celebrates diversity and combats bullying, spirited school engagement activities, leadership opportunities through the student council, and a strong focus on mental health and well-being. These efforts collectively underscore the Academy's dedication to fostering both academic excellence and a nurturing, community-oriented educational experience, positioning LaurenHill Academy at the forefront of educational innovation and inclusivity.

MISSION AND VALUES

Our Mission
LaurenHill Academy is committed to providing an environment in which students are motivated to achieve academic excellence in preparation for challenges and expectations of an evolving society. At LaurenHill Academy, the educational partners - students, parents, academic personnel and the community - are leaders in providing programs which instruct, qualify and socialize all students and thus enable them to achieve their full potential.

Our Values
- The learning process is a joint responsibility of parents, academic personnel, students and community.
- Students have diverse learning styles and must have the tools to succeed to their fullest potential.
- Students need the opportunity to develop skills crucial to success in school and in life.
- Every individual has the right to be treated with respect and has the responsibility to treat others with respect.
- Education involves a holistic approach to the development of the student.

THE CONSULTATION

The Governing Board was consulted through scheduled in-person briefings where they were presented with relevant information and updates. Additionally, online briefings were organized to facilitate discussions and gather feedback. The parent community was engaged through a series of online meetings held at convenient times for parents in the evenings. Online briefings were recorded and the questionnaire was left open for 5 days to accommodate busy schedules and ensure broader participation. Community representatives, encompassing CLSC, Social Affairs, socio-community police officer, and various community groups, were consulted through a combination of in-person meetings and targeted online briefings. These engagements facilitated open dialogue and collaboration to address community concerns and gather diverse perspectives. Student consultation involved a mix of in-person meetings, where feasible, and online platforms to ensure inclusivity and accessibility. Student representatives may have been invited to share insights during student council meetings or through dedicated questionnaires tailored to students. Comprehensive staff engagement was ensured through regular staff meetings where updates and relevant information were shared. These meetings provided opportunities for staff members, including teachers, professionals, and support staff, to voice their opinions, ask questions, and contribute to the decision-making process. Online pedagogical day was utilized to accommodate differing time to discuss issues and various strategies and facilitate broader participation among staff members. By employing a multi-faceted approach to consultation,

the school ensured that all stakeholders were given opportunities to participate, share their perspectives, and contribute to informed decision-making processes.

In recent consultations with parents, staff, and students at LaurenHill Academy, several concerns were voiced that span a wide range of issues affecting the school community over the past five years, alongside pressing problems impacting academic success and detracting from a positive school climate. Emerging issues identified include a notable decline in interpersonal communication, with students and staff observing an increase in rudeness and a lack of effective dialogue. The contentious strikes were highlighted as a disruption to learning, with students feeling overburdened by the additional workload necessary to catch up. Technological restrictions, particularly around phone usage, and changes to the dress code, especially regarding skirts, have sparked debate about their impact on the learning environment and student expression. Moreover, racial tensions and disrespectful behaviors toward faculty have been pinpointed as areas needing urgent attention, alongside concerns over the quality of school facilities and limited resources.

The most significant barrier to academic success appears to be the overwhelming stress and pressure students face, exacerbated by high workloads and expectations. This is compounded by a perceived lack of motivation and engagement from both students and teachers, with calls for more interactive teaching methods and better support for students struggling academically. The allocation of resources and support for students with diverse learning needs also emerged as a critical concern, indicating a gap in the school's ability to cater effectively to its entire student body.

Detractors from a positive school climate include the pervasive influence of cyberbullying and the adverse effects of social media, underscoring a pressing need for digital citizenship education and more robust support systems for affected students. Issues of inclusivity and respect were also prominent, with instances of racial, gender, and religious discrimination contributing to a feeling of unsafety and marginalization among students. This calls for a concerted effort to foster a more inclusive environment that celebrates diversity. Additionally, the physical state of the school, including inadequate heating, ventilation, and outdated facilities, was mentioned as negatively affecting the school climate, pointing to an urgent need for renovations and improvements to create a more conducive learning environment.

Collectively, these insights reveal a complex interplay of social, emotional, and environmental factors that challenge the school's ability to provide a supportive and productive educational experience. Addressing these issues will require a comprehensive approach that enhances communication, bolsters academic and emotional support, promotes inclusivity, and upgrades the physical infrastructure of the school.

ACADEMIC OBJECTIVES

The academic section of the educational project is aligned to the school board's Commitment to Success Plan. While the EMSB acknowledges the significance and contributions of all subjects and grades in shaping student development, the primary focus for this report is monitoring the courses that contribute to graduation.

EMSB Objective: To maintain the rate of students obtaining their first diploma or first qualification in seven years after starting secondary school in the range of 92% or above through 2027.

While the Board can report on a 7-year cohort because of tracking information obtained from the MEQ, a school is only able to report on the success of their secondary 5 students at the end of a given academic year. The school's graduation rate is determined by dividing the total number of secondary 5 students who receive a first diploma (SSD) by the total number of secondary 5 students registered on September 30th of that given year.

Table 1: Graduation Rate of Secondary 5 Students Registered on September 30th

Year	Graduation Rate
2021	100%
2022	94.8
2023	93.4

Source: *GPI,2023*

Interpretation: *Describe the data…this is the big goal that starts off the project, you don't need to make any comments yet.*
Objective: To increase the graduation rate of Secondary 5 students registered on September 30th who obtain their first diploma from 93.4 % in 2023 to 99.0 % in 2027.

To gain further insight into the graduation/qualification results, the EMSB monitors the progress of student results in courses that are mandatory for graduation. Analysis of the global success rate for these courses allows schools to determine indicators for improvement.

Table 2: LaurenHill Academy Global Success Rates in
Secondary 4 Math and Science Courses (%)

COURSE	School			EMSB		
	2019	2022	2023	2019	2022	2023
Cultural, Social & Technical Math (CST)	84.5	87.8	83.8	61.9	66.0	69.3
Scientific Math (SN)	96.7	97.8	97.8	95.2	92.6	93.7
Science & Technology (ST)	94.7	90.6	95.4	83.9	85.9	88.3

Source: Charlemagne, 2022

Interpretation: LaurenHill Academy consistently outperforms the EMSB averages across all subjects and years, indicating it provides a robust educational environment, particularly in math and science disciplines. The increasing trend in EMSB's scores for CST suggests system-wide improvements in this subject area, although there's still a notable gap compared to LaurenHill Academy's performance. For Scientific Math and Science & Technology, both LaurenHill Academy and EMSB exhibit high achievement levels, with the academy maintaining a slight edge. The data underscores LaurenHill Academy's strength in fostering academic excellence in STEM (Science, Technology, Engineering, Mathematics) subjects, which is crucial for students' future academic and career prospects.

Objectives:

To increase the global success rate of Secondary 4 students on the Math CST course from 83.8 % in 2023 to 90 % by 2027.

To maintain the global success rate of Secondary 4 students on the Math SN course from 97.8 % in 2023 to 97.8 % by 2027.

To maintain the global success rate of Secondary 4 students on the Science & Technology course from 95.4 % in 2023 to 95.4 % by 2027.

In 2017, the Secondary 4 History program changed to the History of Quebec and Canada (This also applies to Histoire du Québec et du Canada). To measure improvement, the Board monitors the global success rate in the course as an indicator. Typically, this means that the rate is comprised of the course mark (50%) and the uniform exam mark (50%). Following the program change, the MEQ allowed for two years of complementary exams, so that teachers and students could gradually transition to the new material. Uniform exams in this course were planned for June 2020 but were cancelled due to the pandemic.

Secondary 4 students wrote the provincial complementary exam in 2019 and 2022 as part of the EMSB's formative evaluation strategy. Because the exams were complementary, the results were not moderated by the MEQ. The first uniform exam results available are from June 2023 and will be worth 20% of the overall grade. In subsequent years, the rate will be calculated as 50% for the course mark and 50% of the exam mark. In keeping with the Board's Commitment to Success Plan, History and Histoire will report on the global success rate on the courses.

Table 3: LaurenHill Academy Global Success Rates on Secondary 4 History of Quebec and Canada & Histoire du Québec et Canada (%)

	School			EMSB		
	2019 *	2022 *	2023	2019*	2022*	2023
History of Quebec & Canada			55.5	-	-	78.0
Histoire du Quebec et Canada			88.7	-	-	93.9

Source: Charlemagne, 2022
*Please note: the 2019 and 2022 exams were complementary. Uniform exams resumed in 2023.

Interpretation:
LaurenHill Academy's performance in the French instruction version of the course, Histoire du Quebec et Canada, is strong, indicating a high level of competency and understanding among its students. However, it slightly trails the EMSB average, suggesting room for improvement when compared to the broader performance of students within the EMSB. The weaker results in the English instruction of the course are a focus of the interventions being applied to help students and adjust to this newer history program's requirements.

Objectives:

To increase the global success rate of Secondary 4 students on the History of Quebec and Canada course from 55.5 % in 2023 to 80 % by 2027.

To increase the global success rate of Secondary 4 students in Histoire du Québec et du Canada course from 88.7 % in 2023 to 98.7 % by 2027.

**Table 4: LaurenHill Academy Global Success Rate and Average Grades
on English Language Arts Course (%)**

YEAR	LaurenHill Academy		EMSB	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	97.9	76.2	96.3	75.4
2022	98.6	75.8	96.2	78.3
2023	99.5	74.3	97.2	77.5

Source: Charlemagne, 2022

Interpretation:
LaurenHill Academy has a higher Success Rate than EMSB for all three years, indicating that a higher percentage of LaurenHill students are meeting or exceeding the success criteria in their courses.
The EMSB, on the other hand, has a consistently higher Average Grade than LaurenHill Academy, suggesting that while a slightly lower percentage of EMSB students are meeting the success criteria.

LaurenHill Academy seems to be quite effective at ensuring students pass their courses, but there might be a need to focus on strategies to also increase the Average Grade.

Objective:
To maintain the global success rate in the on the Secondary 5 English Language Arts uniform exam from 99.5 % in 2023 to 99.5 % by 2027.

To increase the average grade on the English Language Arts uniform exam from 74.3 % in 2023 to 84.3 % in 2027.

The following table shows the success rates of our students and EMSB students in French Second Language Programs. Insert School Name will report on its French Second Language programs: programme de base and programme enrichi. For both programs, the indicator used in this report is the Reading Component, because it is uniform and evaluated by the MEQ.

Table 5: LaurenHill Academy Global Success Rate and Average Grades
on French Second Language (Programme de base) Uniform Exam Reading Component (%)

YEAR	LaurenHill Academy		EMSB	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	97.3	79.5	94.4	81.5
2022	94.1	78.2	93.4	80.9
2023	89.2	73.6	90.1	78.7

Source: Charlemagne, 2022

Interpretation:
There has been a modest decline in both the Success Rate and Average Grade, this indicates an opportunity for reflection and targeted improvements. Starting at a high Success Rate of 97.3% in 2019 and an Average Grade of 79.5, the Academy has maintained a relatively high level of achievement, with many students continuing to succeed. In 2023, the Success Rate is 89.2%, with an Average Grade of 73.6, showing that most students are still reaching successful outcomes. The EMSB has shown similar patterns, with slight variations over the years. Their Success Rate decreased from 94.4% to 90.1%, and their Average Grade saw a slight decrease from 81.5 to 78.7. LaurenHill Academy and the EMSB have maintained a strong commitment to language education, with the majority of students achieving success.

Objectives:
To increase the success rate of 89.2% on the Secondary 5 French Second Language (Programme de base) Reading Component June exam to 97.3% in 2027.

To increase the average grade of students from 73.6% in 2023 to 80.0% on the Secondary 5 French Second Language (Programme de base) Reading Component June exam by 2027.

Table 6: LaurenHill Academy Global Success Rate and Average Grades on French Second Language (Programme enrichi) Uniform Exam Reading Component (%)

YEAR	LaurenHill Academy		EMSB	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	93.5	71.4	95.4	75.2
2022	97.3	75.8	98.7	79.8
2023	100	71.4	98.6	80.6

Source: Charlemagne, 2022

Interpretation: LaurenHill Academy's Success Rate has shown a remarkable increase over the years, rising from 93.5% in 2019 to achieving a perfect success rate of 100% in 2023. This suggests that by 2023, all students assessed at LaurenHill Academy were meeting the standards set for success in their courses. However, the Average Grade at LaurenHill Academy remained relatively stable, with a notable increase to 75.8 in 2022 but returning to 71.4 in 2023, which matches the 2019 figure. While LaurenHill Academy has seen remarkable success rates, the fact that the Average Grades have not seen a consistent upward trajectory in tandem with the EMSB's could be an area to explore

Objectives:
To maintain a success rate of 100% on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam through 2027.

To increase the average grade of students from 71.4% in 2023 to 79.0% on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam by 2027.

SCHOOL CLIMATE

The OURSCHOOL Survey is a tool that allows students to convey their perceptions of school life. Students take the survey annually; it is anonymous and covers a variety of topics including bullying, school safety, the students' sense of belonging, student anxiety and student-teacher relationships. The survey is one of many tools that schools use to implement the Ministry's policy on bullying and intimidation (Safe School Action Plan). It should be noted that students are asked what they perceived in the last 30 days preceding the survey.

EMSB's Objectives:

To decrease the rate of secondary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 22% in 2023 to 18% in 2027.

To increase the rate of secondary students feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 47% in 2023 to 65% in 2027.

To decrease the rate of secondary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 29% in 2023 to 25% in 2027.

Table 7: LaurenHill Academy Student Perceptions of Selected School Climate Factors (%)

Factor	LaurenHill Academy		EMSB		Canadian Norm
	2019	2023	2019	2023	2022
Bullying and Victimization	17	23	18	22	22
School Safety	52	43	56	47	57
Anxiety	27	28	28	29	32

Source: OURSCHOOL Survey (The Learning Bar), 2022

Please note: The EMSB's data for School Safety includes student perceptions of feeling safe on the way to school and on the way home. All schools will be reporting on student perceptions of feeling safe during the day. The Board will continue to report on overall perceptions of school safety in its Commitment to Success Plan Annual Report.

Interpretation:

The data presents three factors—Bullying and Victimization, School Safety, and Anxiety—with comparative figures from LaurenHill Academy, the English Montreal School Board (EMSB), and the Canadian norm over different years. Here's an interpretation of the data with respect to school climate post-COVID:

Bullying and Victimization: For LaurenHill Academy, there has been an increase from 17% in 2019 to 23% in 2023, suggesting a rise in reported incidents. The EMSB also saw an increase, although slightly lower than LaurenHill Academy, moving from 18% to 22% over the same period. Both are at par with the Canadian norm of 22% in 2022.

School Safety: LaurenHill Academy's sense of school safety has decreased from 52% in 2019 to 43% in 2023. The EMSB also experienced a drop, from 56% to 47%. However, both are lower than the Canadian norm of 57% in 2022.

Anxiety: There's a slight increase in reported anxiety levels at LaurenHill Academy, from 27% to 28%, and a similar trend is observed in the EMSB, from 28% to 29%. Both are below the Canadian norm of 32%, which might reflect a relatively better handling of student anxiety, but it still indicates a slight upward trend.

Addressing the Concerns
Post-COVID, it's crucial to monitor the school climate closely. LaurenHill Academy might consider implementing or highlighting programs focused on emotional well-being and anti-bullying strategies. Here are some potential strategies and programs that could serve as a foundation for improvement:

Peer Support Programs: Establishing peer support networks where students are trained to offer guidance and emotional support to each other can contribute to reducing bullying and anxiety levels.

Mental Health Workshops: Conducting workshops on mental health awareness for students, staff, and parents can help in recognizing signs of anxiety and provide tools to manage it effectively.

Bullying Prevention Initiatives: Anti-bullying campaigns, clear anti-bullying policies, and safe adult reporting systems can create a safer school environment.

Restorative Practices: Implementing restorative practices in place of traditional disciplinary actions can reduce victimization by addressing conflicts through dialogue and mutual agreement.

Safety Drills and Protocols: Regularly updated and practiced safety drills can improve the overall sense of safety within the school.

Wellness Centers: Creating wellness centers within the school where students can take breaks and access resources related to mental health can be beneficial.

It's important to share the proactive steps taken by LaurenHill Academy to address these concerns and improve the school climate. Open communication about such programs and their outcomes can also enhance the trust and sense of community within the school. The success of these programs should be measured through subsequent surveys and data analysis to ensure that they effectively address the issues highlighted in the data.

Objectives
To decrease the rate of secondary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 23% in 2023 to 17% in 2027.
To increase the rate of secondary students feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 43% in 2023 to 52% in 2027.
To decrease the rate of secondary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 28% in 2023 to 18% in 2027.

DIGITAL COMPETENCY

In 2018, the MEQ launched its Digital Action Plan which was its blueprint for the integration of digital technology and associated innovative pedagogical practices into the education sector. In 2019, the MEQ published its Digital Competency Framework with 12 dimensions, which was derived from the Digital Action Plan.

Digital Competency Action Plan for LaurenHill Academy

Introduction

LaurenHill Academy (LHA) acknowledges the paramount importance of digital devices in the 21st-century educational landscape. The academy is committed to leveraging these technologies to foster learning, innovation, and communication while ensuring the mental health and security of students. This plan outlines acceptable use policies, student responsibilities, parental considerations, and digital citizenship to create a conducive learning environment that balances technological benefits with healthy social interaction.

Acceptable Use Policy

Educational Value: Emphasize the educational benefits of electronic devices, promoting them as tools for resource sharing, innovation, and communication within the curriculum.

Mental Health Considerations: Implement strategies to mitigate the distracting and potentially unhealthy impact of digital devices, encouraging in-person learning and social interaction.

WIFI Services: Offer secure and educational internet access through the EMSB-Public network, requiring proper login credentials for use.

Security and Responsibility: Clarify the ownership responsibility for device security and data integrity, advocating for protective measures against damage or theft.

Electronic Device Student Agreement

Usage Restrictions: Define clear rules for device use during school hours, including storage, retrieval, and permissible activities, to ensure focus on educational objectives.

Consequences for Misuse: Establish a tiered disciplinary approach for violations of the cell phone policy, ranging from confiscation to suspension, emphasizing the importance of adherence.

Digital Citizenship

Skill Development: Advocate for the acquisition of digital citizenship skills, essential for safe, responsible internet use and adaptation to technological innovations.

Parental Involvement: Encourage parental engagement in their child's digital education, providing resources and workshops to support understanding and effective technology use.

Pillars of Digital Citizenship at LHA

1. Respect and Protect Yourself: Educate on the importance of self-respect and protection in the digital realm.

2. Respect and Protect Others: Promote respectful and positive interactions online, emphasizing empathy and understanding.

3. Respect and Protect Intellectual Property: Stress the importance of acknowledging and safeguarding the intellectual property of others.

Conclusion

This action plan is designed to equip LHA students with the necessary skills and knowledge to navigate the digital world responsibly, preparing them for success in a globally connected digital society. Through collaborative efforts among students, parents, and educators, LHA aims to foster a community of digital citizens who contribute positively to their world.

APPENDIX: OBJECTIVES AT A GLANCE

EMSB OBJECTIVE	OBJECTIVE	Specific Initiatives Towards Improvement
To maintain the rate of students obtaining their first diploma or first qualification in seven years after starting secondary school in the range of 92% or above through 2027.	**Objective: To increase the graduation rate of Secondary 5 students registered on September 30th who obtain their first diploma from 93.4 % in 2023 to 99.0 % in 2027.**	We will continue to identify students entering high school with an academic delay of more than 2 years. A pre-identified group of no more than 17 students will be placed in a modified program for year 1 and adapted for year 2 and 3 in order to complete Cycle 1 in 3 years and work towards getting them to an acceptable academic level. Students will then be directed to an educational program suitable for their success.
To increase the global success rate of Secondary 4 students on the Math CST C2 June exam from 64.0% in 2023 to 69.0% by 2027.	**To increase the global success rate of Secondary 4 students on the Math CST course from 83.8 % in 2023 to 90 % by 2027.**	1. The school will administer a common mid-year exam in January. The administration will review the results with the math teachers. Teachers will examine the results and determine the students at risk. Students at risk will be provided appropriate remediation. 2. Identify specific coded/high risk students, who have completed the Sec II math program and provide them the opportunity to successfully complete the required Sec IV CS&T math stream over two years.
To increase the global success rate of Secondary 4 students on the Science & Technology course from 84.9% in 2023 to 88.5% by 2027.	**To maintain the global success rate of Secondary 4 students on the Science & Technology course from 95.4 % in 2023 to 95.4 % by 2027.**	Increasing overall awareness of science by the introduction of a S.T.E.A.M: Science, Technology, Engineering, Arts and Mathematics initiative. The program involves the creation of a maker space location within the school and the implementation of cross-curricular STEAM projects by our teachers.

To increase the global success rate of Secondary 4 students on the History of Quebec and Canada course from 73.3% in 2023 to 78% by 2027.	**To increase the global success rate of Secondary 4 students on the History of Quebec and Canada course from 55.5 % in 2023 to 80 % by 2027.**	1. The school will administer a common mid-year exam in January. The administration will review the results with the history teachers. Teachers will examine the results and identify the students at risk. Students at risk will be provided appropriate remediation. 2. Teachers will administer a common practice exam in April-May. The administration will review the results with the history teachers. Students at risk will be provided with additional remediation.
To maintain the global success rate of Secondary 4 students in Histoire du Québec et du Canada course above 90% through 2027.	**To increase the global success rate of Secondary 4 students in Histoire du Québec et du Canada course from 88.7 % in 2023 to 98.7 % by 2027.**	1. The school will administer a common mid-year exam in January. The administration will review the results with the history teachers. Teachers will examine the results and identify the students at risk. Students at risk will be provided appropriate remediation. 2. Teachers will administer a common practice exam in April-May. The administration will review the results with the history teachers. Students at risk will be provided with additional remediation.
To maintain a global success rate in the range of 95% on the Secondary 5 English Language Arts uniform exam through 2027.	**To maintain the global success rate in the on the Secondary 5 English Language Arts uniform exam from 99.5 % in 2023 to 99.5 % by 2027.**	1. Promoting cross-curricular literacy across all subject areas. 2. Spelling and Public Speaking competitions in English. 3. Enriched and adapted ELA classes.

To increase the average grade on the Secondary 5 English Language Arts uniform exam from 76.8% in 2023 to 78.0% in 2027.	**To increase the average grade on the English Language Arts uniform exam from 74.3 % in 2023 to 84.3 % in 2027.**	1. Identify, purchase and train (when needed) on new technologies which support language learning in English. 2. Purchase of class resources including English text based tools, books and media. 3. Resource Team (Support teachers & students in English classrooms).
To maintain a success rate of 90% or above on the Secondary 5 French Second Language (Programme de base) Reading Component June exam through 2027.	**To increase the success rate of 89.2% on the Secondary 5 French Second Language (Programme de base) Reading Component June exam to 97.3% in 2027.**	1. Continuing the introduction of teaching History & Geography classes, in Sec. I & II, in the French Language. 2. Resource Team (Additional personnel tasked to support teachers & students in French classrooms).
To increase the average grade of students from 82.8% in 2023 to 84.0% on the Secondary 5 French Second Language (Programme de base) Reading Component June exam by 2027.	**To increase the average grade of students from 73.6% in 2023 to 80.0% on the Secondary 5 French Second Language (Programme de base) Reading Component June exam by 2027.**	1. Identify, purchase and train (when needed) on new technologies which support language learning in French. 2. Purchase of class resources including French text based tools, books and media. 3. Resource Team (Support teachers & students in French classrooms).
To maintain a success rate of 90% or above on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam through 2027.	**To maintain a success rate of 100% on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam through 2027.**	1. Continuing the introduction of teaching History & Geography classes, in Sec. I & II, in the French Language. 2. Resource Team (Additional personnel tasked to support teachers & students in French classrooms).
To increase the average grade of students from 76.7% in 2023 to 79.0% on the Secondary 5 French Second Language (Programme enrichi)	**To increase the average grade of students from 71.4% in 2023 to 79.0% on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam by 2027.**	1. Identify, purchase and train (when needed) on new technologies which support language learning in French. 2. Purchase of class resources including French text based tools, books and media.

Reading Component June exam by 2027.		3. Resource Team (Support teachers & students in French classrooms).
To decrease the rate of secondary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 22% in 2023 to 18% in 2027.	**To decrease the rate of secondary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 23% in 2023 to 17% in 2027.**	1. A school-wide education program focused on bullying prevention that includes curriculum integration, teaching students about the impact of bullying, recognizing bullying behavior, and fostering empathy among students. 2. Provide regular annual sessions for teachers and staff to recognize signs of bullying and to intervene effectively and sensitively. 3. Clear steps and tools for bystanders to intervene safely and effectively, including who to contact and how to support the victim.
To increase the rate of secondary students feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 47% in 2023 to 65% in 2027.	**To increase the rate of secondary students feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 43% in 2023 to 52% in 2027.**	1. Establish a safe adult for each student. 2. Series of workshops from approved organizations.
To decrease the rate of secondary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 29% in 2023 to 25% in 2027.	**To decrease the rate of secondary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 28% in 2023 to 18% in 2027.**	1. Set aside a quiet space in the school where students can practice mindfulness or relax during free periods or after class. 2. Offer academic support sessions and time management workshops to help students cope with academic pressures, which are often a significant source of stress. 3. Provide students with tools to plan their study schedules, manage their workload effectively, and set realistic goals, thereby reducing feelings of being overwhelmed.

To increase the rate of teachers' and classroom support staff's digital competence as reported by the Digital Competency Survey by 5% from 2023 to 2027.	To maintain our digital citizen action plan and acceptable use policy.	Use the OurSchool survey results to monitor the implementation of the digital citizenship action plan.