

Strategic **PLAN • PLAN** stratégique
**2012
2017**



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

www.swlauriersb.qc.ca



*Amended August 28, 2013
Resolution #CC-130828-CA-00*



Message from the Chairman and the Director General

We are proud to present the amended 2012-2017 Strategic Plan. Much of the new direction of this Plan revolves around student success and early intervention for at-risk students. At Sir Wilfrid Laurier School Board (SWLSB), we have a very student-centered approach, and with the vast geographic territory we cover, we prioritize supporting our schools and their individuality. It is important to note that at SWLSB we continuously invest in our children and are very proud of our 82% graduation rate. We focus on student learning, success and innovative practices to prepare them to become 21st century citizens.

Our schools and centres play an important role in students' success. In addition to their Educational Projects and School Success Plans, they have developed their annual Management and Educational Success Agreements (MESA) which indicates how they will help the School Board reach targets set by the Minister, thus contributing to increasing the overall provincial success rate and reducing the number of students leaving school without graduating province wide. You will see the details of these targets in the following pages.

An important part of the 2012-2017 Strategic Plan is to ensure the implementation of Bill 56: *An Act to Prevent and Stop Bullying and Violence in the Schools*. We continue with the goal of making schools a welcoming and safe environment for all students.

Literacy has been a long-time focus of SWLSB, and the efforts have been fruitful, with excellent results in English Language Arts and Français langue seconde. The School Board will be targeting Math results, from elementary to adult education. One of the Board's most recent successes has been increasing the offer of vocational training programs. This past year, the Board graduated 100 per cent of its carpentry students, a rare home run in vocational training.

With the implementation of strategies outlined in the Strategic Plan, we are confident that we will engage students through innovative approaches in pedagogy, knowing that technology is no longer an option, but a necessity for today's millennial learners. It is the way they communicate, think, do and produce. We will continue to support the administrators, teachers and management teams of SWLSB, ensuring that innovative and relevant pedagogy remain the driving force toward student success.

The progression and achievement of the objectives we have set for ourselves will be communicated to all our stakeholders through the next annual report.

Nick Milas,
Chairman, Council of Commissioners

Stephanie Vucko,
Director General



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Strategic PLAN 2012 2017

Vision and Mission

Vision

The Sir Wilfrid Laurier School Board believes that all our students deserve our complete commitment to their success.

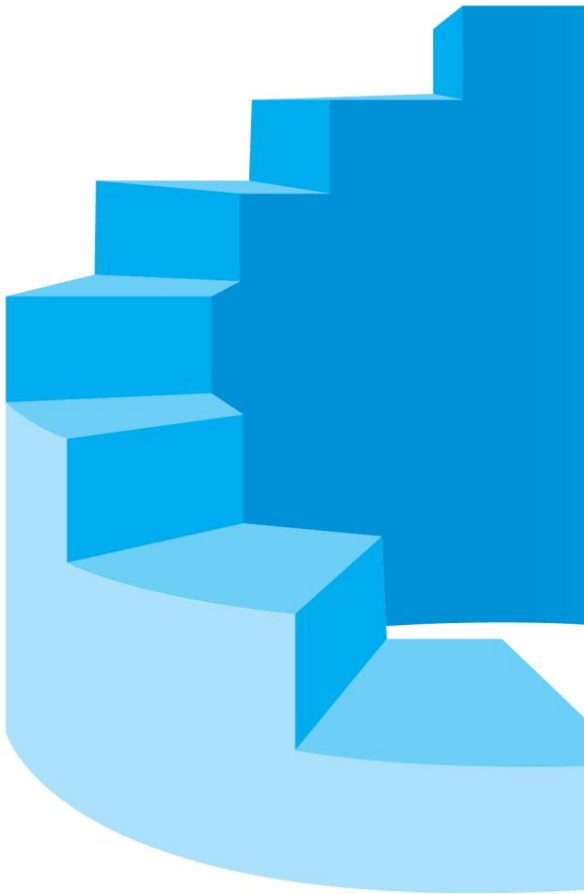
Mission

The Sir Wilfrid Laurier School Board's mission is to provide a stimulating learning environment, develop accessible educational services and enable our students of all ages to become responsible independent citizens in their community and beyond.

RESOLUTION # 050323-CA-0130 adopted March 23, 2005

We Value

- ❖ A positive climate to ensure all members feel safe, respected, nurtured and accepted;
- ❖ The uniqueness of all individuals;
- ❖ Consistent, transparent and honest interactions with all our stakeholders;
- ❖ Recognition of the rights of others, the environment and the community;
- ❖ Honesty, integrity and accountability in all undertakings from all our employees and commissioners.



Introduction

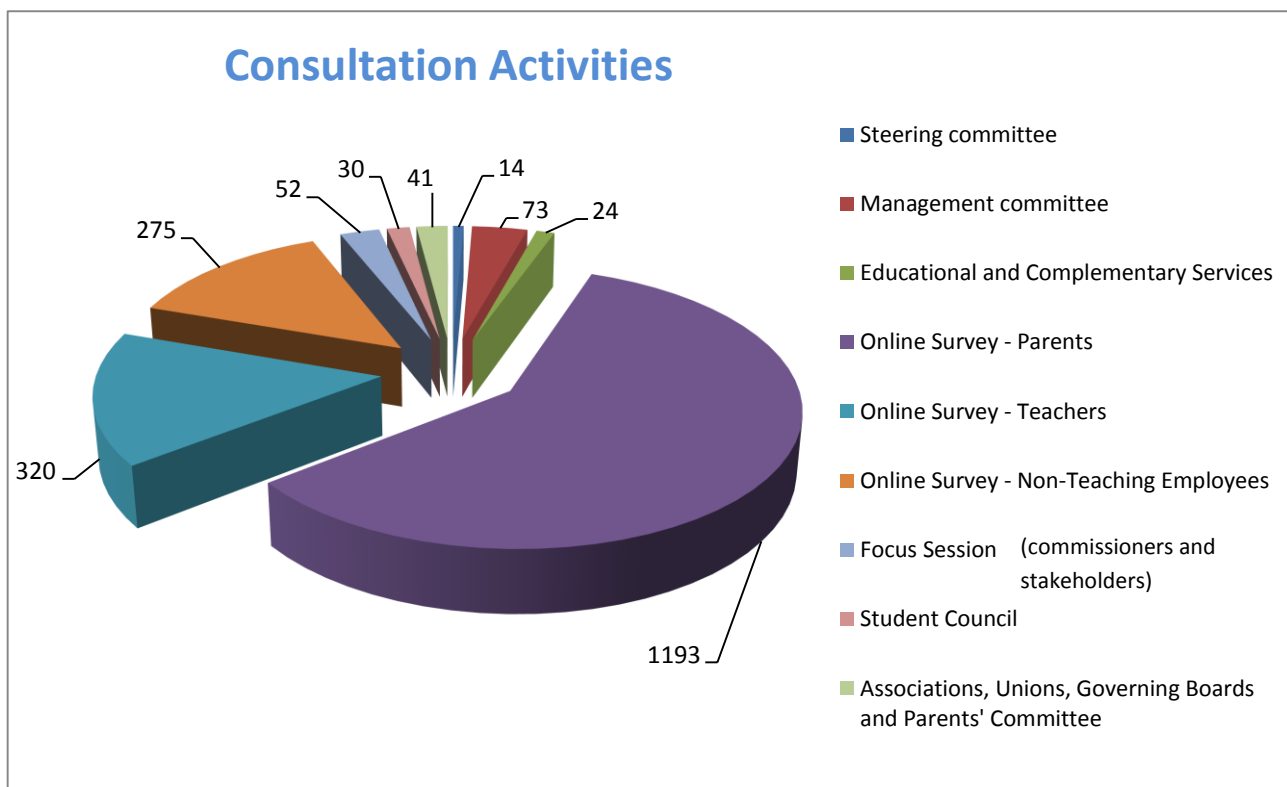
The Sir Wilfrid Laurier School Board (SWLSB) 2012-2017 Strategic Plan, as adopted at the meeting of the Council of Commissioners on June 27, 2012, includes three key orientations that will guide our actions until 2017. A wide consultation process has allowed the School Board to identify the issues and challenges to be faced as an organization devoted to student success.

This plan embraces the values that have been at the heart of our pedagogical and administrative decisions since 1998 and is articulated within three main orientations and five goals. The goals set forth within these orientations are not only comprehensive; they are reachable and measurable, which is essential to ensure monitoring and evaluation.

Our primary goal being the success of each student, it is fundamental that these orientations and goals remain the focus of each initiative and strategy put forward. Our teaching staff has unprecedented access to senior management at the School Board level. The commissioners are compassionate, supportive and positive and have been actively involved throughout the whole consultation process. There is a culture of shared leadership.

In order to ensure that a comprehensive and collaborative approach was used for the development of the 2012-2017 Strategic Plan, a number of consultation activities were held between January and March 2012. These sessions allowed more than 2000 people to share their ideas and vision.

We would like to thank all our partners for their invaluable contribution in developing this Strategic Plan. We commit ourselves to continued collaboration in the coming years as we support success for all our students.

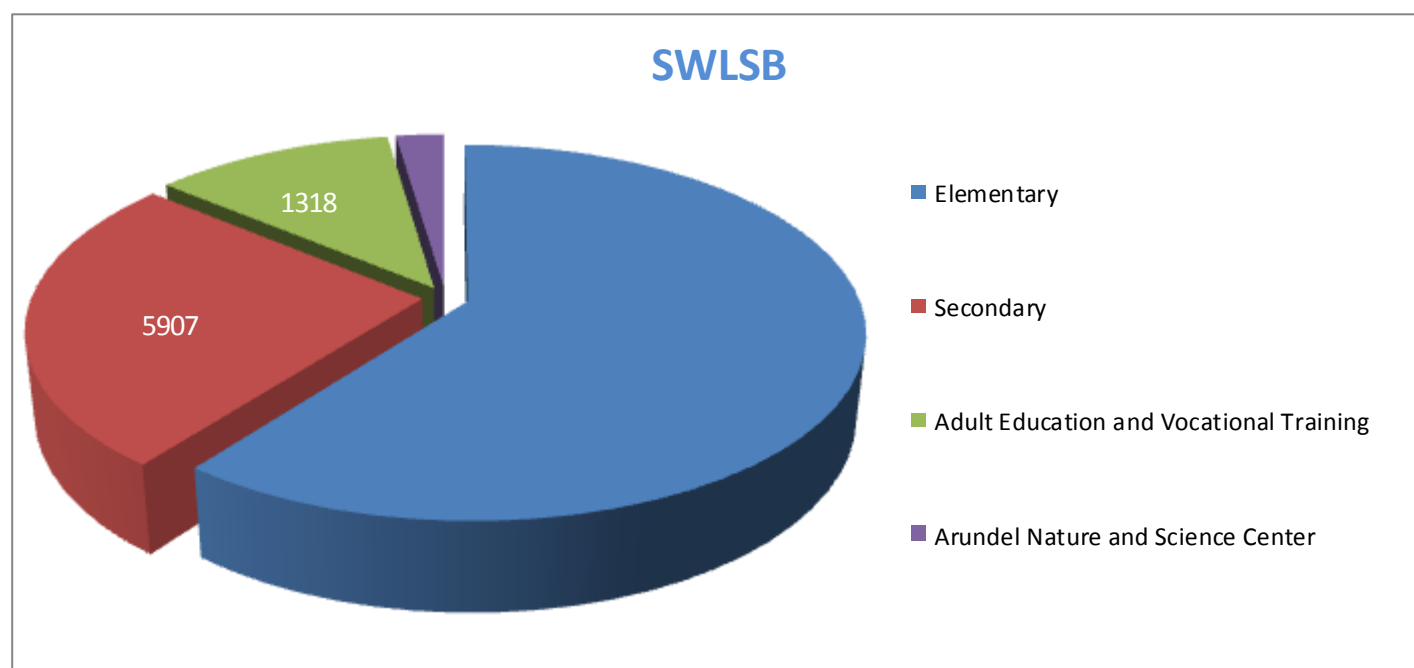


Student Community

The SWLSB is the third largest English school board in the Province of Québec. In 2012-2013, the total youth student population was 13728 students: 7821 elementary students, 5907 secondary students. Over 1300 students were enrolled in the adult sector: 318 students in Vocational Training and over 1000 students in General Education. Our schools range from 82 students in a rural Laurentides setting to our largest secondary school in Rosemere with over 1220 students.

The SWLSB network of schools and centres includes the following:

- ❖ 26 Elementary Schools - of which one takes part in the New Approaches, New Solutions (NANS) intervention strategy
- ❖ 11 Secondary Schools - which include 1 alternative high school (Phoenix Alternative)
- ❖ 5 Adult Education and Vocational Training Centres
- ❖ 1 Nature and Science Centre

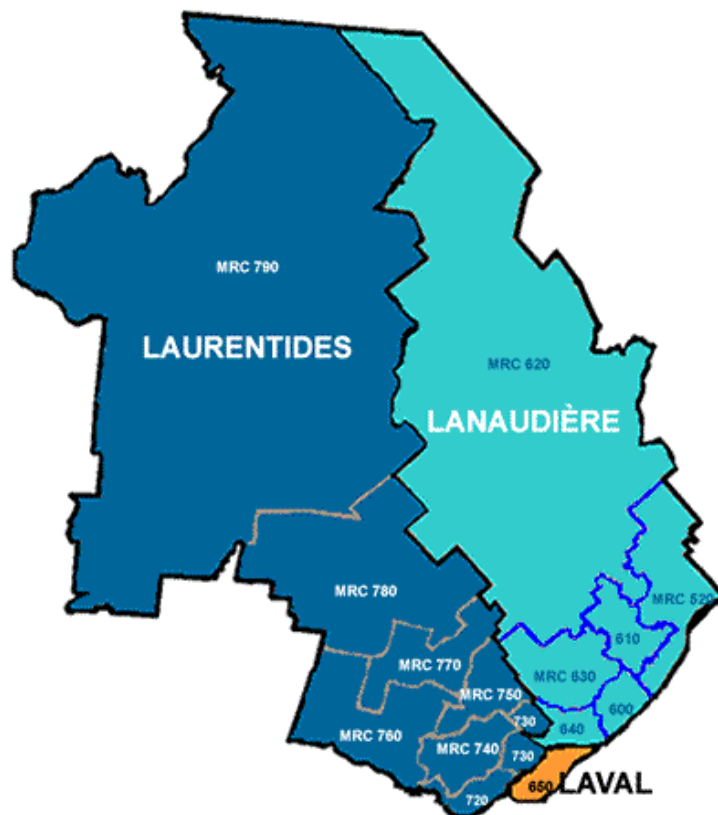


Territory

Our territory occupies a vast geographic area and is comprised of three administrative regions: Laval, Laurentides and Lanaudière, and 15 regional county municipalities. Each of these three regions has its unique characteristics and challenges as an urban, suburban or rural setting. Some of our students live in areas that are considered to be economically disadvantaged, while others are in areas of higher socio-economic status.

Given the extreme size of our territory and the constantly changing climatic conditions, transporting students to and from school in a safe and timely manner requires proactive planning, tremendous effort, dedication and commitment. The challenges of reducing travel time, safety concerns and the efficient use of resources all combine to create a constantly evolving and unique situation. The well-being of our students is our primary concern and our goal of having students arrive at school/home safely and prepared to learn is a constant preoccupation. The School Board is continuously reviewing processes and optimizing information in its efforts to significantly reduce student travel time, especially for the most remote clientele.

Another reality of the territory we serve is the fact that there are discrepancies and gaps in the number, type and access to social, health and support services for our students. This fact creates a situation where the schools and the School Board are often required to provide services beyond their mandate in order to ensure the needs of the students and families are met. Clearly, all levels of local services and government agencies are striving to improve and enhance access but, in the meantime, the SWLSB continues to address these challenges on a regular basis.



2012-2013 Enrolment

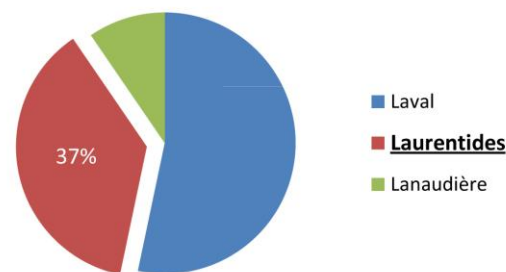
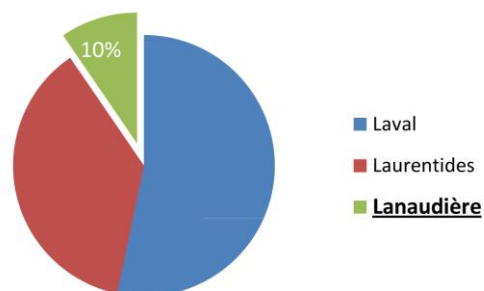
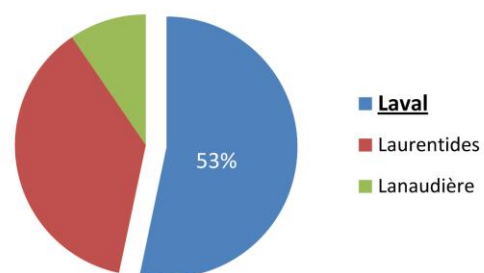
Sir Wilfrid Laurier School Board	
26 Elementary schools	7821 students
11 High schools	5907 students
Total enrolment YOUTH SECTOR	13728
4 Competency Development Centres	318 ETPs Adult Ed. 350 ETPs Voc. Ed

Laval	
11 Elementary Schools	4280 students
5 High Schools	3177 students
Total Enrolment YOUTH SECTOR	7357
2 Adult Education and Vocational Training Centres	

Lanaudière	
4 Elementary Schools	1030 students
1 High School	297 students
Total enrolment YOUTH SECTOR	1327
1 Adult Education and Vocational training Centres	

Laurentides	
11 Elementary Schools	2511 students
5 High Schools	2533 students
Nature and Science Centre	
Total enrolment YOUTH SECTOR	5044
2 Adult Education and Vocational training Centres	

% Enrolment



Demographics

The SWLSB has been experiencing a growth in clientele since its inception. Notwithstanding a slight decrease in the past two years, we expect the enrolment to start increasing in 2014-2015 to reach over 15000 students by 2025, with the greatest increase being at the elementary level.

Projected Enrolment Until 2025

	2010-11	2011-12	2012-13	2013-14	2015-16	2017-18	2019-20	2021-22	2023-24	2024-25
Kindergarten - 4 years old	12	33	29	30	32	31	31	32	32	32
Kindergarten - 5 years old	1,049	1,052	1,100	1,291	1,292	1,300	1,309	1,334	1,355	1,363
Total	1,061	1,085	1,129	1,321	1,324	1,331	1,340	1,366	1,387	1,395
Grade 1	1,070	1,078	1,073	1,202	1,310	1,372	1,334	1,356	1,379	1,390
Grade 2	1,125	1,088	1,109	1,096	1,345	1,346	1,354	1,365	1,390	1,401
Grade 3	1,066	1,144	1,125	1,108	1,236	1,347	1,411	1,372	1,395	1,407
Grade 4	1,092	1,093	1,153	1,121	1,129	1,386	1,387	1,395	1,407	1,420
Grade 5	1,094	1,107	1,123	1,176	1,140	1,271	1,385	1,451	1,411	1,422
Grade 6	1,153	1,117	1,109	1,119	1,148	1,156	1,419	1,420	1,429	1,430
Total	6,600	6,627	6,692	6,822	7,308	7,878	8,290	8,359	8,411	8,470
Total pre secondary	7,661	7,712	7,821	8,143	8,632	9,209	9,630	9,725	9,798	9,865
Secondary 1	1,118	1,077	1,052	1,047	1,112	1,077	1,202	1,310	1,372	1,333
Secondary 2	1,211	1,151	1,090	1,076	1,078	1,105	1,113	1,367	1,368	1,416
Secondary 3	1,378	1,316	1,154	1,191	1,158	1,230	1,191	1,330	1,449	1,466
Secondary 4	1,457	1,418	1,324	1,250	1,168	1,170	1,200	1,209	1,484	1,468
Secondary 5	1,206	1,223	1,287	1,134	1,027	998	1,060	1,027	1,146	1,262
Secondaire 7, 8	0	0	0	0	0	0	0	0	0	0
Total	6,370	6,185	5,907	5,698	5,543	5,580	5,766	6,243	6,819	6,945
Elementary and Secondary	14,031	13,897	13,728	13,841	14,175	14,789	15,396	15,968	16,617	16,810
*Numbers are shown in a two year progression										



Statistical Portrait

Graduation and Qualification

The SWLSB consistently places among the top five performing school boards in the province. We believe that our success as a school board can be attributed to a strong and on-going commitment to literacy and numeracy, high inclusion rates, support mechanisms for students such as SOS Learn (e-based tutoring services), working with parents and the communities, and early intervention through kindergarten screening.

Our goal and challenge in the years to come is to meet a graduation and qualification rate of 87% by 2020. This goal, established by the Ministère de l'Éducation, du Loisir et du Sport for our board, will require persistence and commitment from all our schools and centres.

There are many ways to obtain Ministry certification. The most common is to complete Secondary V in the youth sector and obtain a Diploma of Secondary Education (DSE). However, many of our students choose different paths leading to graduation or qualification. The Adult Education and Vocational Training sectors offer programs that lead to either a DSE in the youth sector or to a Diploma of Vocational Studies (DVS). In addition to these diplomas, students can also obtain qualifications in alternative programs such as the Work Oriented Training Path (WOTP) or the Challenges program.

We are currently aligning our high school pathways to ensure equitable choices and access for all our communities.

The challenge in the coming years will be to increase the contributions made by the Adult Education and Vocational Training sectors and the alternative education paths to the overall graduation and qualification rate.

Graduation and Qualification rates before age 20

Year of first registration in Secondary 1	2002-03	2003-04	2004-05
Graduation or qualification up until	2009	2010	2011
Both genders, total	78,8	76,9	82,0
Youth sector	74,1	71,7	75,9
Adult Education sector	4,3	4,8	5,8
Vocational Training sector	0,4	0,4	0,5
Male gender, total	72,3	71,6	78,8
Youth sector	67,3	67,3	71,9
Adult Education sector	4,5	4,3	6,3
Vocational Training sector	0,5	0,0	0,6
Female gender, total	86,0	83,0	85,9
Youth sector	81,8	76,7	80,6
Adult Education sector	3,9	5,5	5,1
Vocational Training sector	0,4	0,8	0,4



Graduation Required Subject Areas

The success rate of the SWLSB on Ministry examinations remains positive. However there are areas of concern and these will become a priority in the development of intervention strategies. The Strategic Plan places major emphasis on increasing success rates on Secondary 4 compulsory subjects and improve average marks across the School Board for all MELS exams. Math, Science and Technology and Social Studies remain a priority at the secondary level.

The School Board will continue to implement and support an **Evidence Based Approach**, through Professional Learning Communities, for decision making in its schools and centres. School teams that are accessing, understanding and using data to identify needs are better prepared to intervene with at-risk students in a much more efficient and targeted manner.

As well as being a graduation criterion, the importance of reading and writing cannot be underscored. Research shows that when people have reached a mastery or high level of competency in their mother tongue they continue to learn throughout their lives. French Second Language is a required graduation criterion and is also an essential competency needed to facilitate active participation in Québec society. A high level of bilingualism also ensures full access to the world-wide community. Furthermore, high levels of numeracy are associated with better opportunities for life-long learning, as well as success in the workplace.

Success rates on uniform Ministry examinations in June 2012 – High School

Examination	Success rate (%)	
	SWLSB	Québec
English Mother Tongue		
English Language Arts secondary 5	91,3	95,5
French Second Language		
Secondary 5 Global	92,1	87,4
Secondary 5 Writing	83,1	81,9
Secondary 5 Reading	87,3	82,3
Mathematics		
Secondary 4 Cultural, Social, Technical	58,2	57,5
Secondary 4 Technical and Scientific	65,1	77,1
Secondary 4 Science	75,6	87,1
Science		
Science and Technology	64,1	73,6
Applied Science and Technology	74,0	68,9
Social Studies		
History and Citizenship Secondary 4	65,4	68,1

Success rates on uniform Ministry examinations in June 2012 – Elementary school

Examination	Success rate (%) SWLSB
Mathematics	
End of Cycle 3 (grade 6)	58,2
English Language Arts	
End of Cycle 3 Narrative Writing (grade 6)	90,9



Students Leaving School without Graduation or Qualification

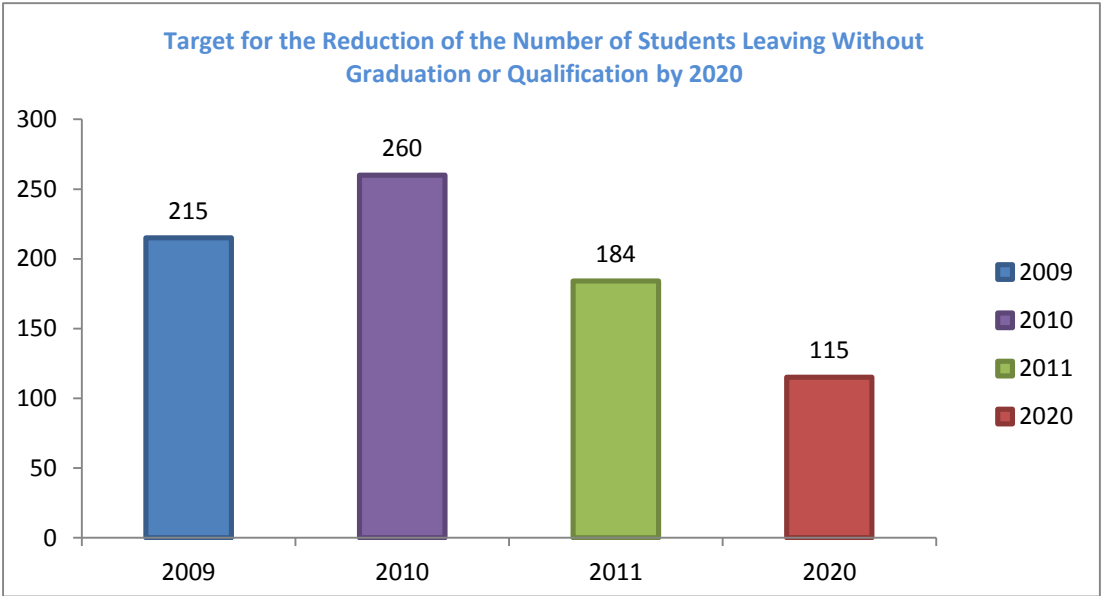
The MELS has targeted a reduction of **Students leaving without graduation or qualification (SLWGQ)** as a major priority for all schools in the Province of Québec. The goal is to lower the number of SLWGQ by 8000 students by the year 2020. The MELS identified that 215 students from the SWLSB had left school without graduation or qualification in the 2008-2009 school year. This resulted in a target being set for our School Board to reduce the SLWGQ by 100 students by the year 2020. It is important to note that the SLWGQ are all students that disappear from the Québec data base in the year following their last known registration in the province in the youth or adult sectors, and may include:

- ❖ Student leaves school because they do not wish to pursue their studies
- ❖ Student decides to enter the workforce
- ❖ Student moves out of the province (even if they are registered in a school in another province or country)

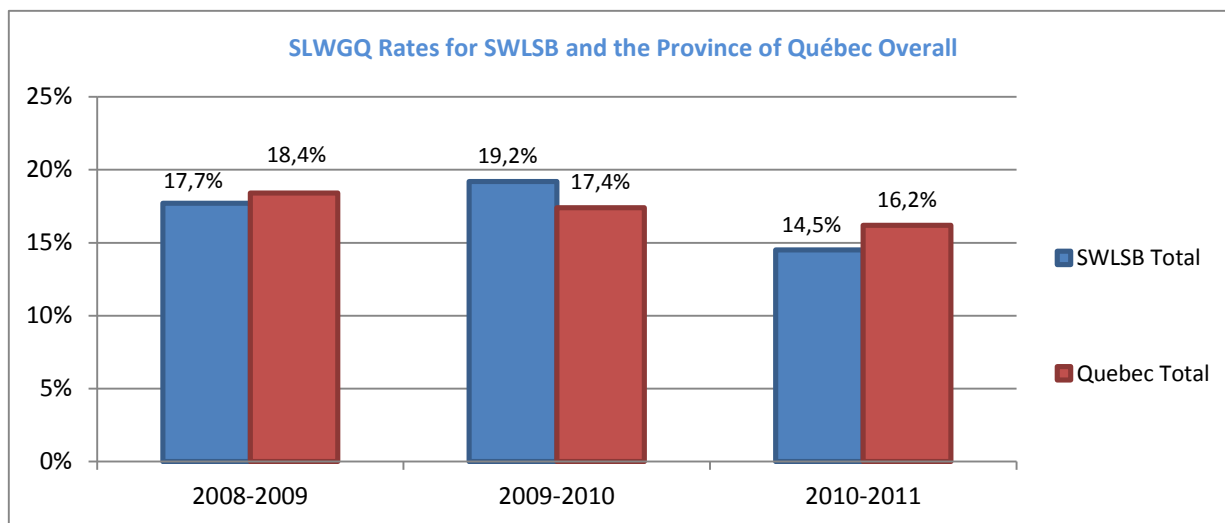
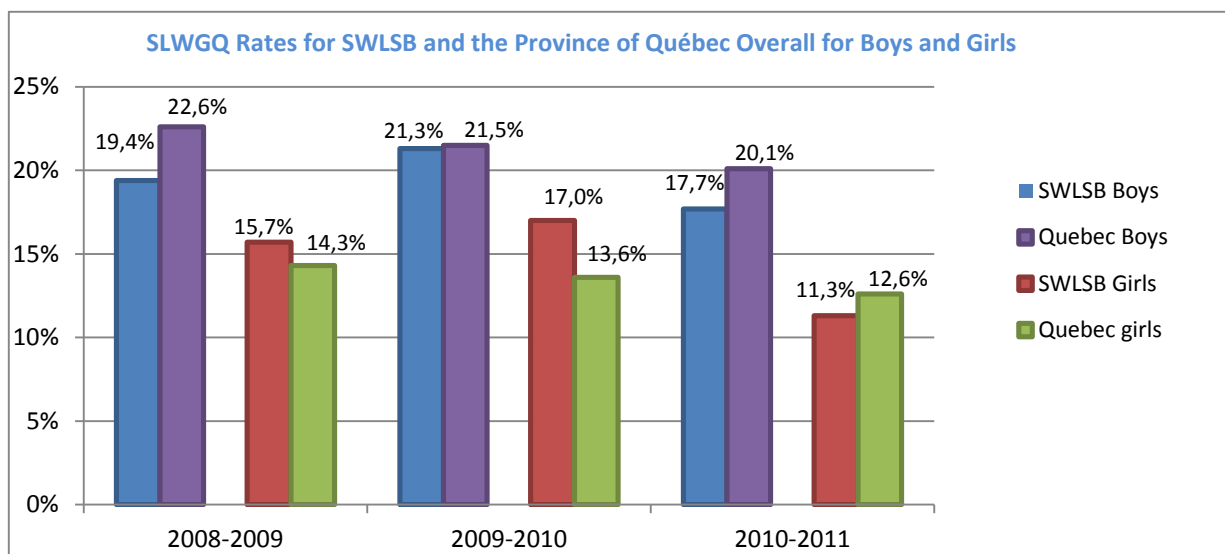
The SLWGQ rates for the SWLSB have consistently scored lower than the total of all school boards in the province over the last 10 years. This remarkable statistic is a tribute to the committed efforts of teachers, principals, students, parents and the educational community the SWLSB serves. However, the goal that lies ahead will require strategies that focus on retention, accurate placement of at-risk students, development and implementation of transition programs, accessible socio-emotional support for struggling students, teaching and curriculum standards, and targeted professional development for classroom teachers on best practices.

This comprehensive approach (as outlined in the Strategic Plan) is based on research data that demonstrates success with documented results. The SWLSB is committed to a proactive philosophy that includes early and targeted intervention, safe and healthy learning environments, and access to students and teachers to state of the art technology.

Although reducing the SLWGQ to 115 students by 2020 is a lofty target; our goal is to bring that target even lower. The challenge will be to systematically track all of our students to better understand student movement.

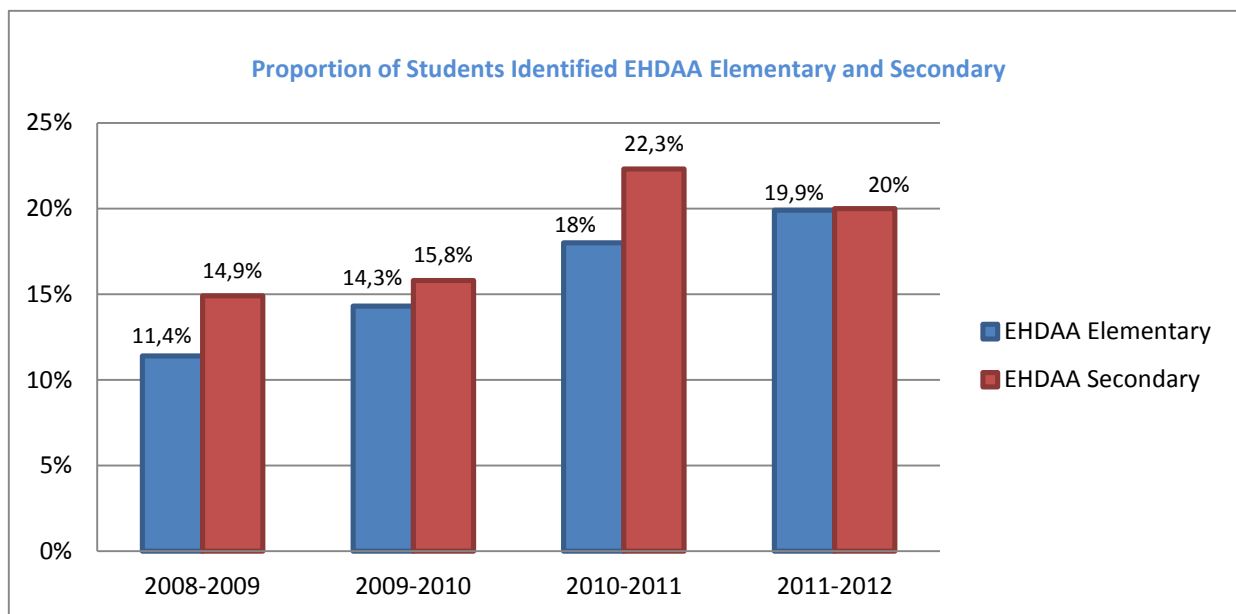


Rate of School Leavers without Graduation or Qualification in the Youth Sector



Students with Handicaps, Social Maladjustments or Learning Difficulties

In SWLSB schools, 84,1% of all students identified with special needs were integrated in regular classes in 2012. At SWLSB, early identification and intervention are important approaches to support our Students with Handicaps, Social Maladjustments or Learning Difficulties (EHDA). This is reflected in the steady increase in the identification rate of our EHDA students and the implementation of effective intervention strategies to meet learning, social, physical and emotional needs. An Individual Educational Plan (IEP) is developed for all students identified in order to specify what measures will be needed to support individual student success.



In order to better serve our students with special needs, one of our board-wide priorities will be the continued implementation of alternative qualification programs such as the Work Oriented Training Path (WOTP), a different high school model in our Phoenix building for the 16 plus clientele no longer successful in a regular high school setting, and alternative paths in all our high schools to support students at-risk of failing or leaving without graduation or qualification. The Individualized Education Plan is also prioritized as a successful process to help students at all levels.

PATH
ALTERNATIVE IEP
WOTP
RESOURCES
INTEGRATION

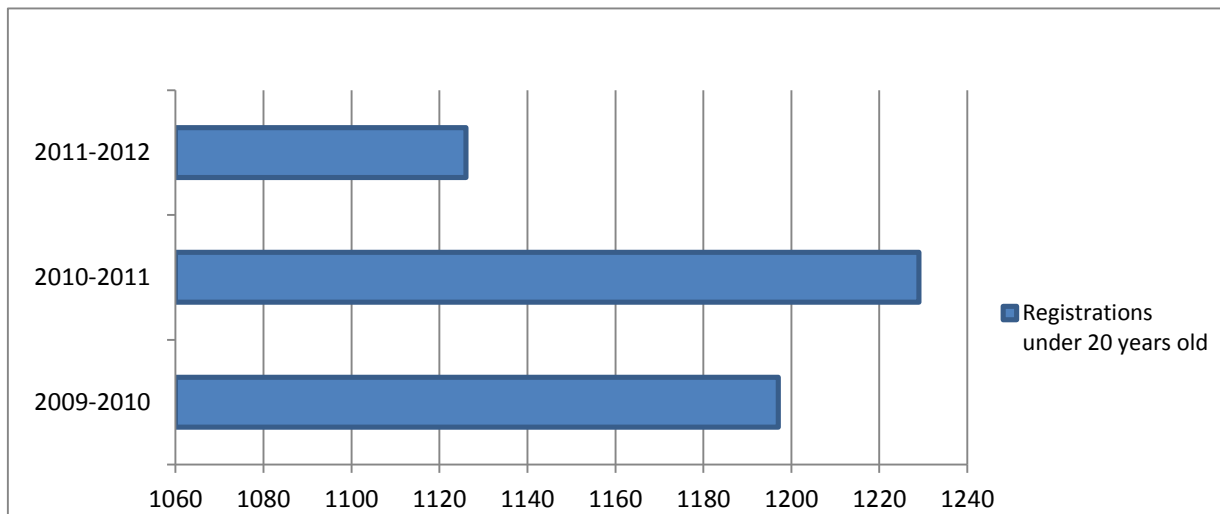


Adult Education

The SWLSB offers Adult Education programs in its Competency Development Centres located in each of its regions.

Students generally choose Adult Education as a means of obtaining the prerequisites for entry into CEGEP or Vocational Training, or to complete their Diploma of Secondary Education and/or Diploma of Vocational Training. Because many of our students live in geographical areas that are more remote or isolated, access to Adult Education is difficult. The challenge will be to find creative means to ensure accessibility to these programs and develop services to support the success of all students.

Number of Adult Education Registrations for Students Under 20 Years of Age



Strong partnerships with community agencies will be very important in helping us reach students who reside in more remote areas. By combining our efforts with local resources, we will be able to ensure that every adult learner has the opportunity to successfully complete his/her educational path and become a graduate.

Using Information Technology such as E-Learning, Video-Conferencing and Distance Learning, we intend to provide greater access for all our learners, no matter their location or availability



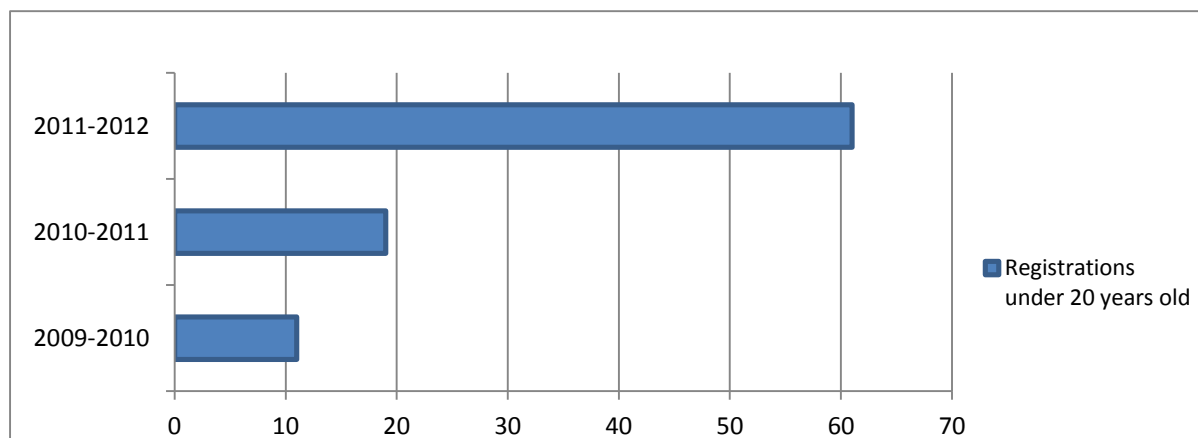
Vocational Training

The Vocational Training path is a very desirable choice for students to obtain qualifications and quickly gain access to the job market. With the emphasis on increasing the graduation rate and meeting the variety of needs identified by our students, the SWLSB currently offers several programs that appeal to both male and female students under the age of 20. In their first year, the Carpentry and Health programs have generated a significant increase in registrations in this age group.

By offering these types of programs, we believe that we will reduce the drop-out rate, particularly in our northern regions. Currently, our programs are concentrated in the Laval and Lower Laurentian regions. However, our goal for the coming years is to provide access to a wider variety of programs for all our students by further expanding the choices of vocational training paths in all our regions through partnerships with other school boards on our territory, by offering courses in the two official languages and by being a leader in the development and offer of E-Courses such as the Daycare Educator program.

Our greatest challenge in this area is to raise awareness on the value of vocational training as a desirable option and a viable career path. This challenge is specifically addressed in the School Board's Strategic Plan.

Number of Vocational Training Registrations for Students Under 20 Years of Age



Source: MELS statistical portrait October 2012

Vocational Training Programs

Program	Laval	Laurentides	Lanaudière
1 Assistance in Health Care Facilities	x		
2 Home Care Assistance	x		
3 Health, Assistance and Nursing	x		
4 Palliative Care	x		
5 Carpentry		x	
6 Industrial Construction and Maintenance Mechanics		x	
7 Hotel Reception	x		
8 Accounting	x		
9 Secretarial Studies –Medical	x		
10 Secretarial Studies	x		
11 Computing Support	x		
12 Professional Sales	x		
13 Starting a Business	x	x	
14 Daycare Educator E-Learning	x	x	x
15 Customized Training Programs for Emploi-Québec	x	x	x





Well-being of students and employees

The SWLSB believes that a safe and healthy environment is essential to the success and well-being of all students and employees. Although there has been significant progress in implementing measures to address these important issues in recent years, there is still a great deal of work to be done with all stakeholders to help reduce incidents and encourage healthy living habits and community collaboration. The Strategic Plan proposes strategies and concrete measures to address these critical issues in the coming years.

The success of students is dependent on the commitment, collaboration, motivation and professionalism of all the employees of the SWLSB. Research demonstrates that the recognition of the contribution of employees to an organization can have a positive impact. The more employees feel valued and appreciated the greater will be their sense of belonging (ownership), well-being and accomplishment in their work. The Strategic Plan targets the development of a board-wide recognition program and measures to get feedback from all employees on their professional development needs as well as their level of work satisfaction. Included in this will be a

strategy that will support the mentoring and integration of all new employees.

The SWLSB respects and believes in the potential of its employees as lifelong learners. To this end, a board-wide professional development plan that acknowledges this potential and provides for its growth will be developed and implemented, thus raising the level of expertise and commitment to the success of students.

Our students evolve in a biological world. As a result their physical, emotional and intellectual fitness depends on a vast pattern of connections to natural systems and processes. The SWLSB believes that direct exposure to nature is essential for healthy childhood development. It values technology but understands that there is a balance between the technological world and nature.

The Arundel Nature and Science Centre provides students with an excellent healthy, natural learning and physical activity environment that goes beyond specific curriculum-based classroom teaching. It allows students to use all their senses to stimulate their curiosity and creativity. Nature education contributes to improve success rate, enhances classroom cooperation, improves student self-esteem, motivates students to learn and stay in school, and provides positive life experiences for all.



A 21st Century School Board

Schools, classrooms and methodologies have not changed much in the last few decades whereas our world has changed dramatically. By including the leadership of a 21st century teaching and learning community into our orientation of **Leadership and Innovation**, the SWLSB is acknowledging the need for change in how things are done and the need to prepare our students for a drastically different, fast paced, ever changing world.

The achievement goals of a 21st century community can be looked at from the perspective of the questions: What do we want to achieve and how do we want to act? Research talks about four main areas of achievement for 21st century education: digital literacy, innovative thinking, effective communication, and high productivity. In focusing on the end (achievement) and in addressing the process (teaching and learning) in this context, we believe that there is an opportunity for the SWLSB to create situations for students to learn in an environment that uses all aspects of research based practices constructively and consistently. When the School Board (employees) acts in a way that reflects 21st century practices and standards, we will see a profound impact on the teaching and learning process.

The School Board recognizes that the use of cutting edge approaches will have a direct impact on student success. We are committed to the concept of professional learning communities that use a data driven decision making process, research and implement best practices, collaborate on common assessments and share successes and failures using samples of student work. We believe that digital literacy, innovative thinking and practice, tele-collaboration, assistive technology, and an atmosphere of trust, confident creativity, and innovation will release the restraints that hold us back and allow the board to move forward as a 21st century learning community.

This journey will require a change in thinking and practices. The SWLSB will not shy away from this challenge; in fact the Strategic Plan addresses it head on. We know that our people are our strength and it is from this perspective that our strategy is to develop and implement a **board-wide recognition program** for leaders in innovation that will not only acknowledge their contribution, but will reward diligence and achievement.



Orientation #1: SUCCESS

Literacy and Numeracy

The SWLSB boasts a graduation rate consistently above the average for all school boards in the province, as well as the overall provincial average. We believe that our success as a School Board can be attributed to our strong and on-going commitment to literacy and numeracy, our high inclusion rates, and support mechanisms for students.

Our efforts to support literacy have permitted us to maintain high success rates in English Mother Tongue (ELA) and in French Second Language (FSL). However, we observed that the overall average marks in ELA remain low (between 74 and 76%), near the provincial marks.

The SWLSB Strategic Plan will focus on improving the average marks of students in the writing and reading components of the ELA and the FSL programs.

English Language Arts Secondary 5 June Final Results

Success rate %						
	SWLSB	Quebec	SWLSB	Quebec	SWLSB	Quebec
	2010		2011		2012	
English Language Arts 612-536						
Global results 612-536	95,9	95,3	96,1	95,9	97,1	95,1
Reading 612-520	94,5	91,8	91,6	90,5	93,7	91,6
Writing 612-530	94,6	93,0	95,1	94,5	98,0	95,0
Average mark on 100						
Global results 612-536	76,0	74,0	76,0	74,0	76,6	74,8
Reading 612-520	76,8	74,0	73,0	74,0	75,8	74,4
Writing 612-530	75,1	74,9	74,9	73,8	78,2	75,7

*Data extracted from Charlemagne, October 2012

French Second Language Secondary 5 June Final Results

Success rate %						
	SWLSB	Quebec	SWLSB	Quebec	SWLSB	Quebec
	2010		2011		2012	
French Second Language 634-504						
Global results 634-504	86,4	83,8	92,2	84,2	92,4	87,5
Reading 634-520	73,5	57,0	76,7	63,0	89,6	81,2
Writing 634-530	67,5	77,5	85,5	79,6	83,5	80,2
Average mark on 100						
Global results 634-504	n/a	69,2	n/a	69,9	73,9	71,4
Reading 634-520	n/a	60,9	n/a	64,2	75,9	71,9
Writing 634-530	n/a	68,4	n/a	69,6	70,5	69,4

*Data extracted from Charlemagne, October 2012



In the 2011-2012 school year, the MELS introduced a Mathematics Elementary Cycle 3, Year 2 (grade 6) uniform examination and a Cultural, Social and Technical Mathematics Secondary 4 uniform examination. When comparing the data with the previous years, we observed a significant decrease in the success rates. The SWLSB Strategic Plan will therefore focus on conducting a component analysis of the MELS June 2012 exams to understand the different areas of weakness in order to target our interventions and increase the overall success rate in the coming years.

Math Secondary 4 and Cycle 3 Elementary

	Success rate %					
	SWLSB	QUEBEC	SWLSB	QUEBEC	SWLSB	QUEBEC
	2010		2011		2012	
Math Cultural, Social, Technical 563-414						
*Global results 563-414	**	**	**	**	58,2	57,5
SWLSB June exam	71,3	-	72,3	-	-	-
Math Cycle 3 elementary (grade 6)						
*MELS Uniform June Exam 522-610 Global results	**	-	**	-	54,0	n/a
MELS 522-610 Situational Problem	**	-	**	-	67,9	n/a
MELS 522-610 Uses Mathematical reasoning	**	-	**	-	55,3	n/a
SWLSB Exam Math 610 Global results	89,7	-	89,9	-	***	-
SWLSB Exam Situational Problem Competency 1	85,4	-	85,5	-	***	-
SWLSB Exam Applications Competency 2	92,7	-	91,6	-	***	-

*Data extracted from Charlemagne, October 2012

**There were no ministry exams in those years.

*** There were no School Board exams in that year



GOAL #1

Develop literacy and numeracy skills for all students and adults so they become lifelong learners

<p>1.1 Improve the mastery of English Language Arts (ELA) as demonstrated at the end of learning paths at the elementary, secondary and adult levels.</p> <p>As well as being a graduation criterion, the importance of reading and writing cannot be understated. Research shows that when people have reached a mastery of their mother tongue they continue to learn throughout their lives.</p>		<p>1.2 Improve the mastery of French Second Language (FSL) as demonstrated at the end of learning paths at the elementary, secondary and adult levels.</p> <p>FSL is a required graduation criterion. It is also a significant competency that facilitates active participation in Québec society. A high level of bilingualism is useful in accessing the world wide community.</p>		<p>1.3 Improve the ability of students to use numbers and think mathematically.</p> <p>Mathematics is a required graduation criterion. Furthermore, high levels of numeracy are associated with better opportunities for life-long learning and success in the workplace.</p>																								
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<p>Board Strategies</p> <ol style="list-style-type: none">1. Early intervention Action plan2. Transitions Action Plan3. Teaching and Learning Standards																												



Graduation and Qualification

The SWLSB consistently places among the top five performing school boards in the province. Data shows that our graduation rates have been consistently above the average for all school boards in the province, as well as the overall provincial average.

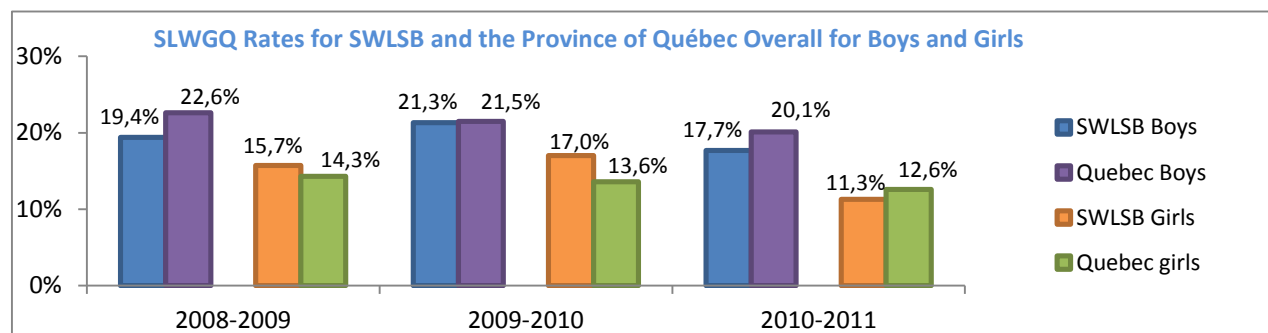
MELS has set a graduation and qualification target of 87% by 2020 for SWLSB. This means an increase of 5% in the next 7 years. We will focus our efforts in the coming years on targeting success rates in secondary 4 and 5 programs through professional development for teachers around best practices. Curriculum mapping and standards will also be part of the strategies deployed to support student success.

Graduation and Qualification Rates

Year of first registration in Secondary 1	2002-03	2003-04	2004-05
Graduation or qualification up until 2011	2009	2010	2011
Both genders, total	78,8	76,9	82,0
Youth sector	74,1	71,7	75,9
Adult Education sector	4,3	4,8	5,8
Vocational Training sector	0,4	0,4	0,5
Male gender, total	72,3	71,6	78,8
Youth sector	67,3	67,3	71,9
Adult Education sector	4,5	4,3	6,3
Vocational Training sector	0,5	0,0	0,6
Female gender, total	86,0	83,0	85,9
Youth sector	81,8	76,7	80,6
Adult Education sector	3,9	5,5	5,1
Vocational Training sector	0,4	0,8	0,4

*Portrait des statistiques ministérielles, octobre 2012

The students leaving without graduation or qualification rate remains a priority for the SWLSB. Our School Board has consistently rated lower than the overall provincial results and we will continue our efforts to further reduce this rate by ensuring we follow-up with our students through the development of a Prevention Program that will ensure they have access to all the necessary resources to support them.



*Portrait des statistiques ministérielles, octobre 2012



Furthermore, by systematically tracking student success, we will develop mechanisms to identify potential school leavers earlier and orient and transition them in a different path, whether it's in a WOTP program or a Vocational Training program.

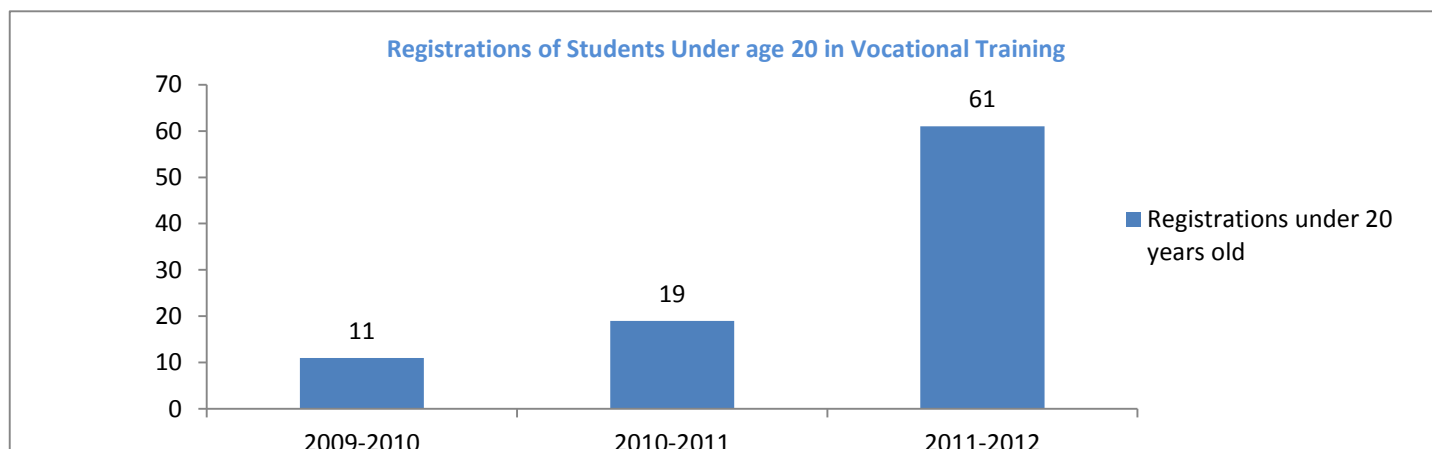
We have given ourselves the necessary tools to track, identify and support the EHDA students all the way to graduation or qualification. This Strategic Plan will focus on the delivery of services to special needs students and in particular on professional development to ensure that specific intervention strategies are implemented to target the areas where students are experiencing difficulties.

Graduation and Qualification Rates for Students Identified EHDA						
	2010		2011		2012	
	# of students	Rate %	# of students	Rate %	# of students	Rate %
EHDA Secondary 5 graduation	37	70,0	27	55,6	42	50,0
WOTP qualification	118	31,4	95	53,7	84	9,5

*Data extracted from Lumix, June 2013

Success Rates in Core Subjects for Students Identified With EHDA									
	ELA			FSL			Math		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
Secondary 3	53,6	68,9	63,4	60,8	67,2	58,6	48	48,6	53,9
Secondary 4	66,7	72,6	75,2	68,9	65	73,1	37,1	43,2	64,5
Secondary 5	76,9	86,3	87,1	76,2	84,6	71,3	77,1	51,5	62,0

*Data extracted from Lumix, June 2013



GOAL #2

Increase graduation and qualification rates before age 20

2.1 To increase the success rates in the compulsory subject areas of Secondary 4 Science & Technology.		2.2 Improve levels of retention in school and academic success among certain target groups especially among handicapped students with learning or adjustment difficulties.		2.3 Increase the number of students enrolled in Vocational Training before the age of 20.																								
The role of the School Board is to ensure students succeed in their educational paths. As in the past when the emphasis was on English Language Arts, where we attained a success rate of over 92% in Secondary 5, we will now concentrate our efforts on the Secondary 4 compulsory subjects that lead to a graduation diploma or provide access to vocational training programs.		In order to succeed, all students require a variety of support strategies, even more so for students with special needs. These strategies must include support in all areas through an individualized education plan (IEP) e.g. academic, social, physical, intellectual, emotional, etc.		In order to provide access to a variety of educational paths for students, we need to raise awareness of the value of vocational training as a desirable option. The Board then needs to increase the number of programs that are accessible to all students.																								
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Board Strategies <div><div>1.</div><div>Action Plan (AP) for the delivery of Special education services</div></div> <div><div>2.</div><div>Dropout prevention program</div></div> <div><div>3.</div><div>Tracking of student progress</div></div> <div><div>4.</div><div>Promotion and communication plan for Vocational Training</div></div>																												



Orientation #2: WELL-BEING

Positive Relationships

SWLSB recognizes that a positive climate and positive relationships in the work place or classroom constitutes a solid foundation on which to base an organization. The School Board is currently experiencing a very low absenteeism rate of 1,05% for its employees in all categories. However, it also recognizes the need for a continuous effort in further reducing this statistic.

SWLSB will be working to help reduce and hopefully eliminate difficult work environments or work relationships. This focus will be in offering all employees access to professional development activities and continuous support in areas of difficulty.



GOAL #3

Promote building of positive relationships at all levels

3.1 Acknowledge the contribution of all employees to the success of SWLSB students.

The success of students is dependent on the commitment, collaboration, motivation and professionalism of all staff. Research demonstrates that the recognition of the contribution by employees to an organization can have a major impact. The more employees feel valued and appreciated their presence at work will increase and the greater will be their sense of belonging (ownership), well-being and accomplishment in their work.

OBJECTIVE	INDICATORS
To decrease the rate of absenteeism of staff from 1,05% in 2011 to 0,75% in 2017.	Rate of absenteeism of staff.
To increase employee satisfaction as per employee surveys. Establish baseline and targets in 2014.	Employee satisfaction survey results.
To develop a board-wide Recognition Action Plan that will allow individuals to share their successes, by June 2014.	Creation of the Recognition Action Plan.

3.2 Promote and support high-quality professional development for all employees and commissioners.

The School Board respects and believes in the potential of its employees as lifelong learners. A professional development plan for each employee acknowledges this potential and provides for its growth, thus raising the level of expertise and commitment to the success of students.

OBJECTIVE	INDICATORS
To develop a board-wide Professional Development Plan by 2014.	Creation of the Professional Development Plan.
To have a 100% annual participation rate in one or more professional development activities for all employees by 2017.	Annual rate of participation in one or more professional development activities for all employees.

Board Strategies

1. Board-wide employee recognition plan
2. Mentoring, supporting and feedback for all new employees
3. Survey on employee satisfaction
4. Policy on professional development for all employees
 - ❖ Assessment of professional development needs and follow-up
 - ❖ Fortic implementation for all professional development activities for all employees



Healthy and Safe Environments

The Strategic Plan proposes strategies and concrete measures that will address critical issues regarding violence, bullying and harassment in the coming years, namely a board-wide action plan on prevention of violence, bullying and harassment that will meet or exceed the requirements of Bill 56.

Furthermore the SWLSB is committed to the creation of a healthy work environment that supports the development of the employee's full potential.



Goal #4

Promote healthy and safe environments

4.1 Provide and sustain safe school, centre and administrative office environments.

The SWLSB believes that a safe environment is essential to the success and well-being of all students and employees. The School Board committed to putting into place an action plan to reduce incidents of violence, bullying and harassment in school and the work place and encourage community collaboration.

OBJECTIVE	INDICATORS
To increase the % of students that feel safe in their school as per TTFM survey from 86% elementary and 81% secondary in 2012 to 92% elementary and 87% secondary in 2017.	TTFM elementary and secondary surveys.
To decrease the rate of violence and bullying incidents in all by 50% in 2017. Establish a baseline in 2014.	Number and types of incidents reported in <i>Memo management</i> . (GPI software)
To improve the climate in all schools and centres and to decrease incidents of bullying and violence.	Number and types of incidents reported in <i>Memo management</i> and TTFM and staff surveys. Number of schools using best practice systems.
To develop and implement a board-wide action plan on prevention of violence, bullying and harassment as per Bill 56 by June 2014.	Number of Violence and bullying incidents (Bill 56) Action plan created Number of schools where board-wide plan has been implemented.
To increase the % of employees that feels safe in their workplace as per the Employee Survey.	Employee survey results.
To decrease the risk of accidents in schools, centres and administration offices from 6% of the total absenteeism rate in 2011 to 4% in 2017.	CSST reports on accidents.
All schools, centres and administration offices have an Emergency Preparedness Plan as per the Emergency Preparedness Policy by 2014.	Emergency Procedures Plans per schools, centres and administration offices.

4.2 Provide and sustain healthy school, centre and administration office environments.

The SWLSB believes that a healthy environment is essential to the success and well-being of all students and employees The School Board committed to putting into place an action plan that involves all schools, centres and administration offices with the goal of increasing awareness of and encouraging healthy living habits.

OBJECTIVE	INDICATORS
To have 100% of our students in our schools and centres participate annually in a minimum of one activity that promotes healthy and active lifestyles by 2017.	Rate or participation in one or more activity that promotes healthy and active lifestyle.
To provide at least 2 opportunities for employees to engage in activities that promotes healthy and active lifestyles.	Number of activities that promote healthy and active lifestyles. Rate of participation of employees in these activities.
To increase the number of community partnerships to support healthy living habits. Establish baseline and target in 2014.	The number of community partnerships to support healthy living habits.

Board Strategies

1. Board action plan on anti-bullying, anti-violence (Bill 56)
2. Review of policies and procedures for:
 - ❖ Emergency Preparedness
 - ❖ Access and use of technology
 - ❖ Health and safety habits
 - ❖ Healthy eating and active living
3. Behavior, drug and health prevention and intervention plan
4. Community partnerships
5. Norms, regulations and law regarding safe and healthy buildings
6. Promote the "Guiding Principles" in all our school, centres and administration offices, as adopted by Council
7. Communication campaign to inform and educate



Orientation #3: LEADERSHIP AND INNOVATION

Looking to the Future

Schools, classrooms and methodologies have not changed much in the last few decades whereas our world has changed dramatically. By including the leadership of a 21st century teaching and learning community into our orientation of Leadership and Innovation the SWLSB is acknowledging the need for change in how things are done and the need to prepare our students for a drastically different, fast paced, ever changing world.

21st century teaching and learning is predicated on the concept of keeping the end in mind. It is also integrated into the way things are done by ensuring that every level of the organization is modeling what is expected and how it wishes others to act in return. This alignment of consistency and continuity nourishes an organization to move itself outside the box to feel confident and comfortable to collaborate, experiment and innovate.



GOAL # 5

Lead a 21st century teaching and learning community

5.1 Promote, support and increase the implementation of innovative approaches.

The School Board recognizes cutting edge approaches to support student learning: (assistive technology, research based best practices, professional learning communities, data driven decision making, technology driven by pedagogy and tele-collaboration), have a direct impact on student success. SWLSB is committed to the implementation of these 21st century approaches.

OBJECTIVE	INDICATOR
To have a 100% use of Assistive Technology for all eligible students who require it by 2015. To develop and implement a board-wide procedure guide for deployment and use of assistive technology by 2017.	Rate of use of Assistive Technology by eligible students who require it Procedure guide developed and deployed. Number of schools implementing the procedure guidelines.
To put in place a system wide structure to support on-going training in the use of technology.	Number of training sessions Number of participants in the training sessions.
To implement a Professional Learning Community model at all levels in schools, centres and administration offices.	Rate of implementation of the PLC model in schools, centres and administration offices. Number of participants involved. Number of schools participating.
To increase the number of pedagogically driven technology projects by teachers. Establish baseline and targets in 2014.	Number of Pedagogically driven projects that require the use technology.

Board Strategies

1. System wide implementation of PLC approach
2. Develop a vision for the use of technology in support to pedagogy
3. Digital Citizenship
4. Facilitate access to technology
5. Recognition and promotion plan for leaders in innovation
6. Data Literacy

5.2 Recognize and support leaders in innovation.

The School Board values improvement and growth and believes that by supporting and recognizing employee and student leaders in innovation we can create a culture where they will feel motivated and continue to develop, implement and participate in ground-breaking approaches to support teaching and learning.

OBJECTIVE	INDICATOR
To develop a board-wide Recognition for leaders of innovation plan by 2014.	Board-wide Recognition for leaders of innovation plan in place. Sharing of innovative practices.



SUCCESS

WELL-BEING

**LEADERSHIP
& INNOVATION**

