EDUCATIONAL PROJECT
LESTER B. PEARSON HIGH SCHOOL
2019-2022
# Table of Contents

1. Goal of the Educational Project ................................................................. 2
2. Legal and Regulatory Framework ............................................................... 2
3. Groups that Collaborated in the Development of the Project .................. 2-3
4. Groups Consulted in the Development of the Project ............................... 3
5. School Profile .......................................................................................... 3-6
6. School Mission & Values .......................................................................... 6-7
7. Alignment to the EMSB’s Commitment-to-Success Plan ........................... 8
8. EMSB Objectives and School Objectives .................................................. 9-20
9. Implementation and Monitoring of the Project ......................................... 20
10. Signatories ............................................................................................. 20
11. Resolution of the Governing Board Adoption of Educational Project .......... 21
12. APPENDIX 1: Strategies for Implementation of School Objectives ........... 22-29
The Educational Project

The educational project is a strategic tool for defining and making known to the educational community of a school the orientations, priorities for action and expected results to ensure the educational success of all students. It is developed in response to the characteristics and needs of the students attending the school and the community's educational expectations.

The goal of the educational project of a school makes it possible to share, with all its educational stakeholders (students, parents, teachers other school staff and representatives of the community and the School Board), a common vision of findings and challenges to create a mobilization around student-centered goals and objectives. The Educational Project describes what the school intends to do to ensure the educational success and well-being of all its students and the efforts that will be necessary to achieve it.

The Legal Framework

Article 36 of the Education Act states,

“In keeping with the principle of equality of opportunity, the mission of a school is to impart knowledge to students, foster their social development and give them qualifications, while enabling them to undertake and achieve success in a course of study.

A school shall pursue its mission within the framework of an educational project.”

The law describes:

- the principal content of the educational project (Article 37)
- the period covered by the project (Article 37.1, 459.3)
- the role of the governing board and the various stakeholders involved in the school community (Article 74)
- the communication of the educational project and its evaluation to the public, in particular the parents and school staff (Article 75)
- the role of the principal in the coordination of the process (Article 96.13)
- the role of the school board in ensuring coherence with the Commitment-to-Success Plan (Article 209.2)

Groups that Collaborated in the Development of the Project

- The governing board
- The school team, composed of a cross section of staff members, led by the principal
Groups Consulted in the Development of the Project

- The governing board
- The school’s parent community at large
- Community representatives (could include CSSS, Social Affairs, police department, community groups)
- Students
- All staff, including, teachers, professionals, support staff and daycare personnel

School Profile

Since 1976, Lester B. Pearson High School has been an intricate part of the Montreal North community. We welcome 1000 students from secondary 1 to secondary 5. Although we are located in a multi-ethnic neighborhood, our students derive from an adjacent neighborhood, Rivieres des Prairies. Many other students travel across the river from Laval. The student population is comprised of both English and French speaking families, mainly from a homogeneous Italian background. We are also home to a small variety of ethnic groups. Every year, we welcome international students from various countries. They are integrated within the fabric of our school by encouraging them to participate in all aspects of school life. They unpack a fresh perspective on our student population. Lester B. Pearson students come from varied socio-economic backgrounds, ranging from a small minority being affluent, to a majority being middle class, with a significant minority living close to the poverty line. The proportion of single parent families is 20%. We proudly provide various measures of support for these families. The IMSE rating for Lester B. Pearson is a 7, with 10 being the maximum according to the school population map and Statistics Canada (Census 2017).

The school boasts five programs of study to cater to a variety of educational paths:

- Our Sport-Études program, launched in 2002, provides students with an opportunity to excel in their sport, while maintaining a high academic standard. The program is overseen by a Sport-Études coordinator. 18% of our student population follow an intensive educational program, which releases them to practice their sport in the afternoon. The academic support we offer is through our Study Hall period for students that need additional tutorial. Traditionally, our students participate in hockey, soccer, figure skating, baseball, and swimming. In the recent years, we have a strong concentration in dance and are in the process of introducing a new concentration in eSports!

- Approximately 25% of our Pearson family is comprised of students with learning challenges. We offer two options to our students identified as special needs. The first is a closed resource class with a reduced number of students and the second option is to be integrated into a regular classroom setting where students receive resource support on an “as need” basis. These students have Individualized Education Plans as a means to provide them with academic, behavioral, and emotional support. In 2017, 66% of our secondary 5 resource students successfully graduated. Currently we are working on introducing the Allongé program to facilitate the adaptation of elementary school students into the high school setting.
• The Honours and Enriched Program houses 21% of our students from secondary 1 to 5. Of these students, 1.5% follow an IEP and are provided the support needed to be successful in these distinguished programs. We also offer an Honours path in mathematics. The program begins with an accelerated secondary 1 course, culminating in secondary 5 with an introductory to Calculus course, Physics and Chemistry. The Enrichment curriculum offers courses allowing students to pursue the science path. It also offers English enriched courses offered from secondary 1 to 5.

• The Français Langue Maternelle stream offers instruction in French for Science, History/Geography.

• Our Core program embraces approximately 40% of our student population. Our aim is to successfully prepare our graduates to attend CEGEP, Vocational Education, Life Skills and eventually University programs.

Students at Lester B. Pearson also have a variety of outlets to discover and express themselves beyond the academics. We have a very active Student Council that participates and creates opportunities to work in and outside of the school environment to promote social and cultural expressions. Our school participates in the Terry Fox Fundraising, Walk to End Hunger and WE Day just to name a few. A plethora of extracurricular activities that are offered include GSA, Improv Club, Variety Show, Cheerleading, Baking Club, Random Acts of Kindness Club, Chess Club, and many more. In addition, we participate in the HOPS Program which leads students towards the medical fields. We participate annually in the Robotics competition and Science Fair.

Our school is able to offer quality instruction because of the support staff that has been integrated into our environment. Our students who require additional support are paired with Child Care Workers and Behaviour Technicians depending on their needs. We employ four in-house tutors to help in the areas of Math, French, English and History. We also provide weekend exam review prior to the Math, Science and History exam sessions. A Resource Room is also available to students with IEPs that are integrated into the Core program. This helps facilitate their needs as stipulated in their IEPs. This is overseen by a Resource Coordinator. Our students are provided with assistive technology through laptops and WordQ software.

Lester B. Pearson is not only an academic driven high school. Our students are exposed to various forms of emotional, physical and health resources. For emotional support, students have access to two guidance counsellors, a social worker, and our Spiritual and Community Life Animator who also provides opportunities to engage with the community outside of our school. For their physical well-being, students have access twice a week to our school nurse. She inoculates as well as instructs students through their classes on various health-related topics. Recently, we have been providing our students with a youth counsellor. She provides weekly workshops on healthy lifestyles and various dependencies.

The school staff has one principal and three vice-principals. Four secretaries, seven caretakers, two librarians, three lab technicians and four cafeteria workers who support the administrative team. The teaching staff consists of sixty-two teachers and forty support staff. The school staff is dedicated and works diligently to support the education of the whole child which includes extracurricular as well as academics. In recent years, the staff has become increasingly cohesive and teachers are more apt to collaborate in planning both academic and extra-curricular activities. The staff derives from all corners of the Greater Montreal Area including the North and South Shores.
As part of the weekly schedule, Wednesdays are mini-days where all classes start at 9:20 am. The mornings are reserved for teachers to work in Professional Learning Communities towards school improvement within their subject areas.

Lester B. Pearson High School has equipped each classroom with a smartboard and laptop to assist teachers in integrating technologies. Additionally, there are three computer labs and a mobile set of iPads that are available upon request. Staff continue to explore new methods of teaching with these tools. Online books are widely accessible to all students via the Virtual Library. The school library houses a variety of bilingual books and magazines as well as a Makerspace and a 3D printer.

Our school values physical activity and provides our students with extra-curricular activities. They vary from an outdoor track, team sports (GMAA and Intramural), weight room and use the community indoor pool for our swim team.

Community services that support Lester B. Pearson High School include the Centres Intégrés de Santé et de Services Sociaux (CISSS) aimed at promotion of healthy living along with the community police officer. He is available weekly to build positive relationships with students in the school.

Our students benefit from The Breakfast Club of Canada which subsidizes breakfasts. On a daily basis, students can receive breakfast for a dollar. This initiative is open to all students to promote equity. Subsidy programs provided by the government also assists in providing a free lunch to a number of our socially economic inapt students. Our school is fortunate enough to have a large green space. We collaborated with Le Corridor Vert Project in Montreal North to beautify our green space with murals, plants and a new field.

The OURSCHOOL Survey is administered once a year and provides feedback to the administration about student perceptions of their daily lives. In the past, we have used this survey to inform our collaborative effort towards supporting student interest in sports to diminish unsupervised time spent in school. Within the last year, we have learned that our rate of perceived victimization (bullying) has decreased. We have seen positive responses through this survey.

Parental involvement is seen as important. Relations between teachers, parents and students are typically supportive and collaborative. The members of the governing board are actively involved in raising funds to assist with school beautification, and subsidizing field trips and various extra-curricular activities.

Some parents are involved, as in they participate in school governance, actively fundraise and volunteer as needed. We recognize that a large portion of our parent community are unable to attend evening events, and as such, we provide access to resources via our social media.

Lester B. Pearson’s Management and Educational Success Agreement (MESA) contains the five goals determined by the School Board, complemented by objectives, strategies and targets determined by the school.

It is evident from the successive Annual Reports of the school, the most recent being for the 2017-2018 school year.

• The graduation rate for secondary 5 students registered on September 30th has increased gradually from 70.4% in 2015 to 82.9% in 2017. There
was a decrease from 82.9% in 2017 to 70.6% in 2018.

- Student results in the French Reading Component has gradually increased from 84.4% in 2015 to 88.4% in 2017. There was a decrease from 88.4% in 2017 to 82.9% in 2018.

- In the area of English reading, the student results have increased significantly from 84.4% in 2015 to 93.3% in 2018. In the area of English writing, the student results decreased from 95.3% in 2015 to 90.4% in 2018.

- The graduation rate of students with special needs for secondary 5 students increased from 43% (12/28) in 2017 to 67.5% (29/43) in 2018.

- The results of the OurSCHOOL (formerly known as Tell Them From Me) surveys of student attitudes concerning victimization resulting from moderate to severe bullying has decreased, while feeling safe at school and anxiety level of students have remained stable.

In addressing each of these goals, the school staff has been making use of data to monitor progress towards the established targets and inform decision-making. The staff has gradually been developing a greater sensitivity to which strategies and measures are having a positive impact.

After consulting with the school community in planning for the future, consideration must be given to the following:

- To create more stability with administration and staff, there needs to be a reduction in turnover.
- To promote the diversity of programs to prevent a decline in enrollment.
- To increase participation and motivation among students and parents.
- To create opportunities to promote cultural diversity and a better sense of community.
- To educate students on responsible use of social media and technology as a strategy to reduce cyberbullying.
- With the increasing number of students with different learning needs, classes sizes should be reduced.
- To reduce student anxiety regarding post-secondary education by providing more life skills training.

Our Mission

Our standards at Lester B. Pearson High School prepares our students to be bilingual, socially conscious citizens, aware of civic duties and responsibilities, to make significant and positive contributions to society through their chosen paths.
Our Values

Lester B. Pearson believes in:

- A safe and positive school environment for all students and staff;
- A strong sense of respect for self, community, environment and others;
- Meaningful instruction and pursuit of life-long learning for our diverse learners;
- The drive for excellence;
- A sense of community and partnership among all students.

The Consultation

To assist with determining objectives for the Educational Project, Lester B. Pearson High School held three consultations for its community: one with the governing board, another for all staff, and finally a focus group to gain feedback from students. Below is a brief summary of what the process looked like.

There was a meeting of the governing board, including parents and community and school board representatives to identify the needs of the students, the challenges tied to their success and the expectations of the community. In reviewing the objectives set by the school board in their Commitment-to-Success Plan, stakeholders contributed their thoughts and ideas in relation to the prescribed objectives. The school staff was surveyed and met to discuss common themes and priorities to provide solutions aimed at meeting the challenges identified in the educational project. A focus group of students from all levels met to share their experiences at Lester B. Pearson, with a focus of reflecting on strengths, weaknesses and areas of improvement. All results were collated and filtered by the school team, to prioritize objectives for improvement.
Alignment to the EMSB’s Commitment-to-Success Plan

The school’s educational project contains the specific policies of the school and the objectives selected for improving student success. These must be consistent with the school board’s Commitment-to-Success Plan (Article 37). In what follows, the school will demonstrate how the selected objectives are coherent and consistent with those of the school board’s Commitment-to-Success Plan.

Orientation: Improved Academic Success

EMSB OBJECTIVE

Graduation and qualification
To increase the percentage of students under the age of 20 who obtain a first diploma (SSD or DVS) or qualification after 7 years from 88.6% in 2016 to 91.0% by 2022

EMSB Orientations, Objectives and School Objectives

While the Board is able to report on a 7-year cohort as a result of tracking information obtained from the MEES, 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

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduation Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>70.4</td>
</tr>
<tr>
<td>2016</td>
<td>77.0</td>
</tr>
<tr>
<td>2017</td>
<td>82.9</td>
</tr>
<tr>
<td>2018</td>
<td>70.6</td>
</tr>
</tbody>
</table>

Source: LUMIX 2018
Table 1 shows that the graduation rate for secondary 5 students registered on September 30th has increased gradually from 70.4% in 2015 to 82.9% in 2017. There as a decrease from 82.9% in 2017 to 70.6% in 2018. In 2015, the secondary 5 enrollment was 196 students. Over the last four years, enrollment has gradually increased to 210 students in 2017 with a sudden decrease to 180 students in 2018. In order to meet the board’s target for 2022, our challenge will be to improve our graduation rate approximately in the order of 5% yearly.

Our challenge will be to improve our graduation rate from 70.6%* to 75.6 % next year.

In aligning our objectives with those of the Board’s Commitment-to-Success Plan, the School will monitor and set objectives for Mathematics, Science and History.

<table>
<thead>
<tr>
<th>Year</th>
<th>Mathematics (CST)</th>
<th>Mathematics (SN)</th>
<th>Science &amp; Technology</th>
<th>History of Quebec &amp; Canada*</th>
<th>Histoire du Québec et du Canada**</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>48.3</td>
<td>94.9</td>
<td>62.2</td>
<td>44.4</td>
<td>85.7</td>
</tr>
<tr>
<td>2016</td>
<td>71.3</td>
<td>98.7</td>
<td>71.0</td>
<td>71.6</td>
<td>100</td>
</tr>
<tr>
<td>2017</td>
<td>52.5</td>
<td>78.4</td>
<td>89.7</td>
<td>89.7</td>
<td>100</td>
</tr>
<tr>
<td>2018</td>
<td>43</td>
<td>92.6</td>
<td>86.1</td>
<td>56.7</td>
<td>90.6</td>
</tr>
<tr>
<td>2015</td>
<td>50.8</td>
<td>92.7</td>
<td>77.0</td>
<td>65.5</td>
<td>88.3</td>
</tr>
<tr>
<td>2016</td>
<td>68.1</td>
<td>96.1</td>
<td>79.3</td>
<td>77.8</td>
<td>92.4</td>
</tr>
<tr>
<td>2017</td>
<td>63.3</td>
<td>86.7</td>
<td>87.2</td>
<td>74.6</td>
<td>94.6</td>
</tr>
<tr>
<td>2018</td>
<td>58</td>
<td>78.0</td>
<td>85.5</td>
<td>78.0</td>
<td>96.9</td>
</tr>
</tbody>
</table>

Source: Charlemagne, 2018 and DBMS 2018

*Prior to 2018, History of Quebec and Canada was called History and Citizenship Education.

** Prior to 2018, Histoire du Québec et du Canada Histoire et Citoyenneté.
Mathematics Secondary 4 Cultural, Social & Technical

Table 3: Global Success Rates in Secondary 4 Mathematics (%)

**EMSB Objective:**
To increase the June global success rate of students in secondary 4 Mathematics (CS&T) from 63.3% in 2017 to 68.0% by 2022.

<table>
<thead>
<tr>
<th>Year</th>
<th>LESTER B. PEARSON HIGH SCHOOL</th>
<th>EMSB Success Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Success Rates</td>
<td></td>
</tr>
<tr>
<td>Mathematics (CST)</td>
<td>48.3</td>
<td>71.3</td>
</tr>
<tr>
<td>Mathematics (SN)</td>
<td>94.9</td>
<td>98.7</td>
</tr>
</tbody>
</table>

Source: Charlemagne, 2018

Mathematics CS&T is a compulsory course for graduation. The success in this course has a direct impact on the graduation rate. In reviewing our success rates for the past four years, we see that our students have performed below the students in our school board. Table 3 shows that in 2016, there was a significant increase in success rate of the board from 50.8% to 68.1%. This is attributed to a modification in the content of the program. Moreover, the school success rate increased by 23%. From 2016 to 2018, the school decreased from 71.3% to 43%.

Nevertheless, we need to continue to focus our efforts on the CST Math results, and increase our success rate. In determining our baseline, the school has chosen to use the last recorded success rates from 2018. *The baseline is 43%.

School Objective 1.3: To increase the June global success rate of students in secondary 4 Mathematics CS&T from a baseline of 43% in 2019 to 60% by 2022.

* A baseline is a starting point. In creating our baseline, we looked at two options: 1) to start with the 2018 success rate and 2) to take an average of the last four years. We recommend that the average of the four years is a more accurate baseline in that it presents a global picture of what is happening in the school.
Our success in the Mathematics SN has been following a similar pattern as the success rates for the board. In reviewing our success rates for the past four years, we see that our students have outperformed students in our school board in 2015 and 2016, but was below the school board’s success rates for 2017 and 2018. Table 3 shows that in 2017, there was a significant decrease in our success rate from 98.4% to 78.4%. Moreover, the school success rate increased by 14.2% from 2017 to 2018. Our school objective for the Mathematics SN course will be to maintain the success rate at 92% or more.

Science and Technology Secondary 4

**EMSB Objective:**

To increase the June global success rate of students in secondary 4 Science & Technology from 87.2% in 2017 to 89.0% by 2022.

<table>
<thead>
<tr>
<th>Year</th>
<th>LESTER B. PEARSON HIGH SCHOOL Success Rates</th>
<th>English Montreal School Board Success Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science &amp; Technology</td>
<td>62.2</td>
<td>71.0</td>
</tr>
</tbody>
</table>

Source: Charlemagne, 2018

Secondary 4 Science and Technology is a compulsory course for graduation. The success in this course has a direct impact on the graduation rate. In reviewing our success rates for the past four years, we see that our results have gradually increased from 62.2% in 2015 to 86.1% in 2018.

In determining our baseline, the school has chosen to average out the success rates for the last four years. The baseline is 77.3%.

**School Objective 1.4:** To increase the June global success rate of students in secondary 4 Science and Technology from a baseline of 77.3% in 2017 to 89% by 2022.
**HISTORY/HISTOIRE, SECONDARY 4**

**EMSBOBJECTIVE:**

To increase the June global success rate of students in secondary 4 History & Citizenship (History of Quebec and Canada*) from 74.6% in 2017 to 78.0% by 2022.

To maintain a global success rate of students in secondary 4 Histoire du Québec et du Canada* greater than 90% through 2022.

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**Table 5: Global Success Rates in Secondary 4 History of Quebec and Canada*, and Histoire du Québec et du Canada**

<table>
<thead>
<tr>
<th>Year</th>
<th>History of Quebec and Canada</th>
<th>Histoire du Québec et du Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>44.4</td>
<td>85.7</td>
</tr>
<tr>
<td>2016</td>
<td>71.6</td>
<td>100</td>
</tr>
<tr>
<td>2017</td>
<td>66.3</td>
<td>100</td>
</tr>
<tr>
<td>2018</td>
<td>56.7</td>
<td>90.6</td>
</tr>
</tbody>
</table>

**Source:** Charlemagne, 2018, LUMIX 2018

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*The results in Table 5 are for the course that, until 2017, has been called History and Citizenship. Henceforth, the course will be known as History of Quebec and Canada. **The results in Table 5 are for the course that, until 2017, has been called Histoire et Citoyenneté. Henceforth, the course will be known as Histoire du Québec et du Canada.

Secondary 4 History of Quebec and Canada is a compulsory course for graduation. The success in this course has a direct impact on the graduation rate. Table 5 shows a fluctuation in success rates over the last four years whereby rates increased and then gradually decreased to 56.7% in 2018.

The success rate increased from 44.4% in 2015 to 56.7% in 2018. In 2016, a significant increase of 27.2% was observed.

Secondary 4 Histoire du Québec et du Canada is a compulsory course for graduation. The success in this course has a direct impact on the graduation rate. Table 5 shows the success rate increased from 85.7% in 2015 to 90.6% in 2018. A comparison with the school board’s results show that the school’s results are in line with overall school board results.

In the Secondary 4 History of Quebec and Canada course, there is room for improvement, therefore we have chosen to focus on increasing our success rate in that course. In the Secondary 4 Histoire du Québec et du Canada course, we will work to maintain our success rates at 94%.

In determining our baseline, the school has chosen to average out the success rates for the last four years. The baseline for Secondary 4 History of Quebec and Canada is 59.4%. The baseline for Secondary 4 Histoire du Québec et du Canada is 94.1%.
School Objective 1.5: To increase the June global success rate of students in secondary 4 History from a baseline of 59.4% in 2019 to 63% by 2022.

School Objective 1.6: To increase the June global success rate of students in secondary 4 Histoire from a baseline of 94.1% in 2019 to maintaining a success rate at 94% by 2022.

Orientation: Equity among Various Groups

EMSB OBJECTIVE

Equity

To reduce the gap in success rates between males and females from 8.2% in 2016 to 6.2% by 2022.

The school board’s Commitment-to-Success Plan addresses the gap in success rates between:

- regular students and students with special needs
- advantaged and disadvantaged schools
- first generation immigrant students and non-immigrants
- males and females

For the aforementioned equity issues, the first three are difficult to compare using data because of the small sample size within each school and for each particular issue. The use of percentages in reporting on the success rates for a small sample size group can be misleading since a small change in numbers may produce a large fluctuation in the percentage. Because of the small sample size at the school level, the school will not address the first three issues.

The school’s educational project will only address the gap between males and females in success rates because these numbers are comparable.
Table 6: Graduation Success rates of males and females Registered on September 30th and the gap between them (%)

<table>
<thead>
<tr>
<th>LESTER B. PEARSON HIGH SCHOOL</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>77</td>
<td>82.9</td>
<td>70.6</td>
</tr>
<tr>
<td>Males</td>
<td>72.3</td>
<td>78.4</td>
<td>66.7</td>
</tr>
<tr>
<td>Females</td>
<td>82.5</td>
<td>85.9</td>
<td>75.6</td>
</tr>
<tr>
<td>Gap (males vs. females)</td>
<td>10.2</td>
<td>7.5</td>
<td>8.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EMSB</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>86.9</td>
<td>86.1</td>
<td>84.4</td>
</tr>
<tr>
<td>Males</td>
<td>82.8</td>
<td>84.7</td>
<td>82.5</td>
</tr>
<tr>
<td>Females</td>
<td>91.0</td>
<td>87.8</td>
<td>86.4</td>
</tr>
<tr>
<td>Gap (males vs. females)</td>
<td>8.2</td>
<td>3.1</td>
<td>3.9</td>
</tr>
</tbody>
</table>

| Gap between EMSB and LESTER B. PEARSON HIGH SCHOOL (males vs. females) | 2.0 | 4.4 | 5 |

Source: LUMIX, 2018

Table 6 shows that the overall graduation rate of LESTER B. PEARSON HIGH SCHOOL decreased by 6.4% from 2016 to 2018, whereas the Board rate decreased by 2.5%.

There was a slight increase in the success rate for males at from 72.3% in 2016 to 78.4% in 2017. However, there was a pronounced decrease the following year from 78.4% to 66.7%. Similarly, for the females, while there was an increase from 2016 to 2017, there was a pronounced decrease in the following year from 85.9% to 75.6%. The Board’s success rate gap between males and females has decreased from 8.2% in 2016 to 3.9% in 2018. The school’s gap decreased from 10.2% to 8.9%. However, the gap between the board and Lester B. Pearson High School widened from 2.0% to 5%.

A further analysis of the statistic shows that the subject areas of concerns which may directly be linked to this gender gap is the CST Math and History. In both these subject areas, the males performed significantly less than the females. Since both these courses are graduation requirements, targeting these areas may help reduce the gender gap when it comes to graduation rates.

Our 5-year graduation rate and the gap between the success rate of males and females is an area of concern that will be addressed in our strategies. The baseline for the gap is determined by averaging the rates of the last three years. The baseline is 8.9%.

School Objective 2: To reduce the gap in success rates between the males and females from a baseline of 8.9% in 2019 to 6.2% by 2022.
Orientation: Mastery of Languages

EMSB OBJECTIVE

Language Proficiency

English Language Arts

To maintain a global success rate of at least 95% in secondary 5 English Language Arts June MEES Examination through 2022.

To increase the average mark of secondary 5 students in English Language Arts June MEES Examination from 74.2% in 2017 to 76.0% by 2022.

Français langue seconde, programme de base et enrichi

To maintain the success rate of 90% in the secondary 5 FLS June MEES Examination (programme de base), Reading Component, through 2022.

To increase the success rate of students in the secondary 5 FLS June MEES Examination (programme enrichi), Reading Component from 81.8% in 2017 to 85.0% by 2022.

Table 7: EMSB Global Success Rates and Global Average Mark in Secondary 5 English Language Arts June in the June MEES Examination (%)

<table>
<thead>
<tr>
<th>Year</th>
<th>LESTER B. PEARSON HIGH SCHOOL Global Success Rate</th>
<th>LESTER B. PEARSON HIGH SCHOOL Global Average Mark</th>
<th>EMSB Global Success Rate</th>
<th>EMSB Global Average Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>92.8</td>
<td>69.5</td>
<td>95.3</td>
<td>72.4</td>
</tr>
<tr>
<td>2016</td>
<td>96.7</td>
<td>71.0</td>
<td>96.5</td>
<td>73.6</td>
</tr>
<tr>
<td>2017</td>
<td>97.2</td>
<td>70.0</td>
<td>96.8</td>
<td>74.2</td>
</tr>
<tr>
<td>2018</td>
<td>84.4</td>
<td>68.3</td>
<td>95.1</td>
<td>74.8</td>
</tr>
</tbody>
</table>

Source: Charlemagne, 2018
The secondary 5 MEES examination in English Language Arts is a requirement for graduation. The data in Table 7 shows that the success rate of the Board has been relatively stable at above 95%.

At the school level, the success rate increased since 2015, from 92.8% to 97.2% in 2017. There was a decrease from 2017 to 2018 from 97.2% to 84.4%.

Table 7 shows that the Board’s average mark has steadily improved from 72.4% in 2015 to 74.8% in 2018. At the school level, the average mark increased over the years to remain constant in 2018. In 2015 the average mark was 69.5% and in 2018 it was 68.3%.

In determining our baseline, the school has chosen to choose the last recorded success rate from 2018. The baseline is 84.4%.

The baseline for the average mark is 69.7%.

School Objective 4: To increase the global success rate in secondary 5 English Language Arts June MEES examination from a baseline of 84.4% in 2019 to 90% by 2022.

School Objective 4.1: To increase the average mark of secondary 5 students in English Language Arts June MEES examination from a baseline of 69.7% in 2019 to 76% by 2022.

Francais langue seconde (Secondary 5)

Table 8: LESTER B. PEARSON HIGH SCHOOL Success Rates and Percentage Equivalents in Secondary 5 Français langue seconde (FLS) (de base and enrichi) in Reading Component of the June* MEES Examination (%)

<table>
<thead>
<tr>
<th>Year</th>
<th>LESTER B. PEARSON HIGH SCHOOL Success Rate in FLS (de base) Reading Component</th>
<th>EMSP Success Rate in FLS Success Rate in MEES/FLM Reading Component</th>
<th>LESTER B. PEARSON HIGH SCHOOL Success Rate in FLS (enrichi) Reading Component</th>
<th>EMSP Success Rate in FLS Success Rate in MEES/FLM Reading Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>84.8</td>
<td>83.0</td>
<td>100</td>
<td>**</td>
</tr>
<tr>
<td>2016</td>
<td>85.6</td>
<td>83.2</td>
<td>100</td>
<td>**</td>
</tr>
<tr>
<td>2017</td>
<td>88.4</td>
<td>90.4</td>
<td>100</td>
<td>**</td>
</tr>
<tr>
<td>2018</td>
<td>82.9</td>
<td>83.2</td>
<td>100</td>
<td>**</td>
</tr>
</tbody>
</table>

Source: Charlemagne, 2018
*The numbers indicate the global success rate of the reading component.

Secondary 5 French Second Language (programme de base) is one of the pathways for obtaining graduation requirements. Success in this course has a direct impact on the graduation rate. We have chosen to focus our energies on Français langue seconde, programme de base, specifically the Reading component.

Table 8 shows the success rate has decreased slightly over the years from 84.8% to 82.9% in FSL Programme de base. For the past four years, the success rate of our students has been more or less in line with the success rate of students in our school board.

Table 8 also shows that the success rate in Français langue maternelle has remained constant at a rate of 100%.

In determining our baseline, the school has chosen to average out the success rates for the last four years. The baseline is 85.4%.

School Objective 4.2: To increase the success rate of students in secondary 5 FSL programme de base on the June MEES Examination Reading Component from a baseline of 85.4% in 2019 to 90% by 2022.

School Objective 4.3: To maintain the success rate of students in secondary 5 FLM Reading Component at 100%.
Students Perception of Bullying, Perception of School Safety and Sense of Anxiety:

Orientation: Well-being of the School Community

EMSB OBJECTIVE

A welcoming, safe, and caring living environment:

An educational living environment must be one that has a sense of safety and physical and psychological well-being for all. In this respect, a healthy and safe environment means that the educational setting must be free of bullying, discrimination, radicalization, intolerance and any other form of physical, sexual, emotional or psychological violence.

To decrease the rate of secondary students who report victimization resulting from bullying on the OURSCHOOL Survey from 16.0% in 2017 to 14.0% by 2022.

To increase the rate of secondary students who report feeling safe attending school on the OURSCHOOL Survey from 59.0% in 2017 to 62.0% by 2022.

To decrease the rate of moderate to high-level anxiety as reported by secondary school students on the OURSCHOOL Survey from 22.0% in 2017 to 20.0% by 2022.

Table 9: LESTER B. PEARSON HIGH SCHOOL Secondary Student’s Perception of Bullying, Perception of School Safety and Sense of Anxiety (%)

<table>
<thead>
<tr>
<th>Year</th>
<th>LESTER B. PEARSON HIGH SCHOOL Bullying</th>
<th>EMSB Bullying</th>
<th>LESTER B. PEARSON HIGH SCHOOL School Safety</th>
<th>EMSB School Safety</th>
<th>LESTER B. PEARSON HIGH SCHOOL Anxiety</th>
<th>EMSB Anxiety</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>28.8</td>
<td>16</td>
<td>69</td>
<td>59</td>
<td>19</td>
<td>23</td>
</tr>
<tr>
<td>2016-2017</td>
<td>27.1</td>
<td>16</td>
<td>75</td>
<td>59</td>
<td>23</td>
<td>22</td>
</tr>
<tr>
<td>2017-2018</td>
<td>27.2</td>
<td>17</td>
<td>71</td>
<td>58</td>
<td>18</td>
<td>24</td>
</tr>
</tbody>
</table>

Source: OurSchool Survey (The Learning Bar)

* Students who are subjected to physical, social, or verbal bullying or are bullied over the internet
Students who feel safe at school as well as going to and from school

Students with moderate or high level of anxiety

The OURSCHOOL Survey tabulates the results presented in the table above. This survey allows students to convey their perceptions of the social atmosphere of the school. Secondary students anonymously complete the survey once a year. The survey covers a variety of subjects including bullying, school safety, the students’ sense of belonging, student anxiety and student-teacher relationships. This survey is one of many tools that schools use to implement the Ministry’s policy on bullying intimidation (Safe School Action Plan). It should be noted that students are asked what they have perceived in the 30 days preceding the survey.

Table 9 shows the percentage of students who perceive victimization by bullying for the past three years. The school’s rate of victimization resulting from bullying has been relatively stable at about 27%, but higher than the school board. This component of the survey asked about the time and the location of observed bullying (before, during or after school; on a bus; on school grounds; during class; or recess).

Table 10 also shows students’ perception of feeling safe at school, as well as going to and from school for the past three years. This perception has increased significantly from 69% in 2016 to 71% in 2018, although it is higher than the overall students’ perception at the Board level.

The rate of anxiety perceived among students at the Board level has remained relatively stable at about 20%. The school’s rate of perceived anxiety has increased remained stable from 19% in 2016 to 18% in 2018. The factors measured under the “anxiety” category concern self-esteem: ridicule, worry, peer attitudes, et cetera.

In an effort to further examine the results of the OURSCHOOL Survey, we decided to take the overall school result for each category and break it down by gender.

Table 10: LESTER B. PEARSON HIGH SCHOOL Secondary Student’s Perception of Bullying, Perception of School Safety and Sense of Anxiety by Gender (%)

<table>
<thead>
<tr>
<th>Year</th>
<th>Bullying* Males</th>
<th>Bullying Females</th>
<th>School Safety** Males</th>
<th>School Safety Females</th>
<th>Anxiety*** Males</th>
<th>Anxiety Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>27.4</td>
<td>30.6</td>
<td>83.5</td>
<td>90.2</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>2016-2017</td>
<td>24</td>
<td>27.6</td>
<td>91.2</td>
<td>93.6</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>2017-2018</td>
<td>26.6</td>
<td>26.5</td>
<td>89.8</td>
<td>93.1</td>
<td>12</td>
<td>26</td>
</tr>
</tbody>
</table>

Source: OurSchool Survey (The Learning Bar)

* Students who are subjected to physical, social, or verbal bullying or are bullied over the internet
** Students who feel safe at school as well as going to and from school
*** Students with moderate or high level of anxiety

Table 10 shows that bullying is relatively the same for both males and females in our school at about 26%. However, in the area of school safety, the data shows that males feel slightly less safe than the females by about 4%. Similarly, in the area of anxiety, the data shows that females are more anxious than males by about 15%. While it is our intent to improve the situation in all areas, we need targeted strategies for the female students.
In establishing our baselines, we have chosen to take the average of the last three years for each indicator.

School Objective 5.0: To decrease the rate of our secondary students who report victimization resulting from bullying on the OURSCHOOL Survey from a baseline of 27.7% in 2019 to 24% by 2022.

School Objective 5.1: To increase the rate of secondary students who report feeling safe attending school on the OURSCHOOL Survey from a baseline of 71.7% in 2017 to 78% by 2022.

School Objective 5.2: To decrease the rate of moderate to high level anxiety as reported by secondary school students on the OURSCHOOL Survey from a baseline of 20% in 2017 to 16% by 2022.

Implementation and Monitoring of the Project

The school will report to its community on the Educational Project on an annual basis. This has been determined in collaboration with the school board.

Signatory Parties

ON BEHALF OF THE SCHOOL

[Signature]

GOVERNING BOARD CHAIRPERSON

[Signature]

PRINCIPAL

ON BEHALF OF THE SCHOOL BOARD

______________________________

DIRECTOR GENERAL

20
WHEREAS The Education Act requires that the school develops an educational project;
WHEREAS The Educational Project was developed with the participation of the various stakeholders involved in the school, including: the governing board, parents, school staff, students, community and school board representatives;
WHEREAS The Educational Project is coherent with the School Board's Commitment-to-Success Plan;
WHEREAS the period covered by the Educational Project is harmonized with the Commitment-to-Success Plan period covered by the School Board;

IT WAS MOVED BY Marisa Papillo AND RESOLVED THAT the Educational Project of 2019-2022 be adopted by the Governing Board.

IT WAS FURTHER MOVED BY Rosanna Verrillo AND RESOLVED THAT a copy of the Educational Project be sent to the School Board for its adoption.

IT WAS FURTHER MOVED BY Franco Mazzariello AND RESOLVED THAT upon adoption of the Educational Project by School Board, the Educational Project will be made public and communicated to the parents and school staff.
## Appendix 1 Strategies for Implementation of School Objectives

### Graduation and qualification:

**Objective 1:** To increase the graduation rate of secondary 5 students registered on September 30th who obtain their first diploma (SSD) from a baseline of 70.6% in 2019 to 91% by 2022.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The graduation rate of secondary 5 students registered on September 30th who obtain their first diploma (SSD)</td>
<td>To increase the graduation rate of secondary 5 students registered on September 30th who obtain their first diploma (SSD) from a baseline of 70.6% in 2019 to 91% by 2022.</td>
<td>• The school administration will ensure that all Secondary 5 students will have the required number of credits (54) necessary for graduation, including: Secondary 4 Mathematics, Secondary 4 Science &amp; Technology, Secondary 4 History of Quebec &amp; Canada, Secondary 4 Art Education, Secondary 5 English Language Arts &amp; Secondary 5 French Second Language credits (base/enrichi), Secondary 5 Physical Education or Secondary 5 ERC</td>
</tr>
</tbody>
</table>

**SEC 4 MATH CS&T**

**The June global success rate of students in secondary 4 Mathematics CS&T**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target</th>
<th>Strategies</th>
</tr>
</thead>
</table>
| The June global success rate of students in secondary 4 Mathematics CS&T | To increase the June global success rate of students in secondary 4 Mathematics CS&T from a baseline of 43% in 2019 to 60% by 2022. | • Teachers will meet with the math consultant to review the results of the exam. They will use the DBMS Item Analysis to identify particular areas of weakness in order to improve practices.  
• Through their PLCS, with the help of the consultant, teachers will share best practices for teaching identified areas of weakness.  
• The school will administer a common board-wide 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.  
• Teachers will administer a common practice exam in April-May.  
• The administration will review the results with the math teachers. Students at-risk will be provided additional remediation.  
• In May, Saturday tutorials will be offered to students.  
• Throughout the year, the Math Help Centre and possible in-school tutor will be available to students who are struggling.  
• The use of a bank of questions for in class review beginning in February (once a week).  
• Provide students with practice questions in preparation for the final exam.  
• Provide information and resources on LBPHS website (review packages, practice tests, Learn Quebec, MHS) |
| SEC 4 MATH SN | To maintain a global success rate of students in secondary 4 Mathematics SN greater than 90% through 2022. | • Expose students to an LES situation twice per term.  
• Alternative to Detention program to encourage teacher tutorials.  
• Teachers will meet with the Math Consultant to review the results of the exam. They will use the DBMS Item Analysis to identify particular areas of weakness in order to improve practices.  
• Through their PLCS, with the help of the consultant, teachers will share best practices for teaching identified areas of weakness.  
• The school will administer a common board-wide 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.  
• Teachers will administer a common practice exam in April-May.  
• The administration will review the results with the math teachers. Students at-risk will be provided additional remediation.  
• In May, Saturday tutorials will be offered to students.  
• Throughout the year, the Math Help Centre and possible in-school tutor will be available to students who are struggling.  
• The use of a bank of questions for in class review beginning in February (once a week).  
• Provide students with practice questions in preparation for the final exam.  
• Provide information and resources on LBPHS website (review packages, practice tests, LearnQuebec, MHS)  
• Expose students to an LES situation twice per term.  
• Alternative to Detention program to encourage teacher tutorials. |
|SEC 4 SCIENCE & TECHNOLOGY | To increase the June global success rate of students in secondary 4 Science and Technology from a baseline of 77.3% in 2019 to 89% by 2022. | • Teachers will meet with the Science Consultant to review the results of the exam. They will use the DBMS Item Analysis to identify particular areas of weakness in order to improve practices.  
• Through their PLCS, with the help of the consultant, teachers will share best practices for teaching identified areas of weakness.  
• The school will administer a common board-wide mid-year exam in January. The administration will review the results with the Science teachers. Teachers will examine the results and determine the students at-risk. Students at risk will be provided appropriate remediation.  
• In May, Saturday tutorials will be offered to students.  
• Throughout the year, possibility of an in-school tutor will be available to students who are struggling.  
• Provide students with practice questions in preparation for the final exam.
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target</th>
<th>Strategies</th>
</tr>
</thead>
</table>
| **SEC 4 HISTORY OF QUEBEC & CANADA** | The June global success rate of students in secondary 4 History & Citizenship (History of Quebec and Canada) To increase the June global success rate of students in secondary 4 History & Citizenship (History of Quebec and Canada*) from a baseline of 59.4% in 2019 to 63% by 2022. | • Teachers will meet with the Social Studies Consultant to review the results of the exam. They will use the DBMS Item Analysis to identify particular areas of weakness in order to improve practices.  
• Through their PLCS, with the help of the consultant, teachers will share best practices for teaching identified areas of weakness.  
• The school will administer a common board-wide mid-year exam in January. The administration will review the results with the History teachers. Teachers will examine the results and determine the students at-risk. Students at risk will be provided appropriate remediation.  
• In May, Saturday tutorials will be offered to students.  
• Throughout the year, an in-school tutor will be available to students who are struggling.  
• Increasing Resource Room time to support at-risk students  
• Document based essay evaluations to prepare for provincial exams  
• Prepare/teach students how to tackle a variety of exam questions.  
• Repeaters group in Sec. V  
• Provide information and resources on LBPHS website (review packages, practice tests, LearnQuebec)  
• Social Studies Help Center (secondary 1 to 5 students)  
• Document based assessments and assignments to prepare for provincial exams.  
• Summer school recommendation for Secondary 3 students by informing parents on the report card.  
• Alternative to Detention program to encourage teacher tutorials. |
| **SEC 4 HISTOIRE DU QUÉBEC ET DU CANADA** | The global success rate of students in secondary 4 Histoire du Québec et du Canada* To maintain a global success rate of students in secondary 4 Histoire du Québec et du Canada* at 94% through 2022. | • Teachers will meet with the Social Studies Consultant to review the results of the exam. They will use the DBMS Item Analysis to identify particular areas of weakness in order to improve practices.  
• Through their PLCS, with the help of the consultant, teachers will share best practices for teaching identified areas of weakness. |
Objectives:

**Objective 4:** To increase the global success rate in secondary 5 English Language Arts June MEES examination from a baseline of 92.8% in 2019 to 95% by 2022.

**Objective 4.1:** To increase the average mark of secondary 5 students in English Language Arts June MEES examination from a baseline of 69.7% in 2019 to 76% by 2022.

**Equity:**

**Objective 2:** To reduce the gap in success rates between the males and females from a baseline of 8.9% in 2019 to 6.2% by 2022.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The gap in success rates between</td>
<td>To reduce the gap in success rates between the males and females from</td>
<td>• Through their PLCS, with the help of the consultant, teachers will share</td>
</tr>
<tr>
<td>the males and females</td>
<td>a baseline of 8.9% in 2019 to 6.2% by 2022.</td>
<td>best practices for teaching identified areas of weakness in Math &amp; History.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The school will administer a common board-wide mid-year exam in January.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The administration will review the results with the math teachers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teachers will examine the results and determine the students at-risk.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students at risk will be provided appropriate remediation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teachers will administer a common practice exam in Math in April-May.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In May, Saturday tutorials will be offered to students in Math &amp; History.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Throughout the year, the Math Help Centre and possible in-school tutor will be available to students who are struggling to include History as well.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The use of a bank of questions for Math for in class review beginning in February (once a week).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide students with practice questions in preparation for the final exam in both Math &amp; History.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide information and resources on LBPHS website (review packages, practice tests, Learn Quebec, MHS)</td>
</tr>
</tbody>
</table>

**Language Proficiency:**

**Objective 4:** To increase the global success rate in secondary 5 English Language Arts June MEES examination from a baseline of 92.8% in 2019 to 95% by 2022.

**Objective 4.1:** To increase the average mark of secondary 5 students in English Language Arts June MEES examination from a baseline of 69.7% in 2019 to 76% by 2022.
Objective 4.2: To increase the success rate of students in secondary 5 FSL programme de base on the June MEES Examination Reading Component from a baseline of 85.4% in 2019 to 90% by 2022.

Objective 4.3: To maintain the success rate of students in secondary 5 FLM Reading Component to 100%.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target</th>
<th>Strategies</th>
</tr>
</thead>
</table>
| The global success rate in secondary 5 English Language Arts June MEES examination | To increase the global success rate in secondary 5 English Language Arts June MEES examination from a baseline of 84.4% in 2019 to 90% by 2022. | • Teachers will meet with the English Language Arts Consultant to review the results of the exam. They will use the DBMS Item Analysis to identify particular areas of weakness in order to improve practices.  
  • Through their PLCS, with the help of the consultant, teachers will share best practices for teaching identified areas of weakness.  
  • The school will administer a school based mid-year exam in January. The administration will review the results with the English teachers. Teachers will examine the results and determine the students at-risk. Students at risk will be provided appropriate remediation.  
  • Throughout the year, an in-school tutor will be available to students who are struggling.  
  • Develop proper use and application of writing conventions.  
  • Expose students to various activities outside the classroom; plays, movies and theatre productions from Gordie Productions.  
  • Literacy/Reading Strategies Program  
  • Library visits, Book Fairs, Scholastics  
  • Alternative to Detention program to encourage teacher tutorials. |
| The average mark of secondary 5 students in English Language Arts June MEES examination | To increase the average mark of secondary 5 students in English Language Arts June MEES examination from a baseline of 69.7% in 2019 to 76% by 2022. | • Teachers will meet with the English Language Arts Consultant to review the results of the exam. They will use the DBMS Item Analysis to identify particular areas of weakness in order to improve practices.  
  • Through their PLCS, with the help of the consultant, teachers will share best practices for teaching identified areas of weakness.  
  • The school will administer a school based mid-year exam in January. The administration will review the results with the English teachers. Teachers will examine the results and determine the students at-risk. Students at risk will be provided appropriate remediation.  
  • Throughout the year, possibility of an in-school tutor will be available to students who are struggling.  
  • Develop proper use and application of writing conventions.  
  • Expose students to various activities outside the classroom; plays, movies and theatre productions from Gordie Productions.  
  • Literacy/Reading Strategies Program  
  • Library visits, Book Fairs, Scholastics |
| The success rate of students in secondary 5 FSL programme de base on the June MEES Examination Reading Component | To increase the success rate of students in secondary 5 FSL programme de base on the June MEES Examination Reading Component from a baseline of 85.4% in 2019 to 90% by 2022. | • Alternative to Detention program to encourage teacher tutorials.  
  
- Teachers will meet with the French Consultant to review the results of the exam. They will use the DBMS Item Analysis to identify particular areas of weakness in order to improve practices.  
- Through their PLCS, with the help of the consultant, teachers will share best practices for teaching identified areas of weakness.  
- The school will administer a school based mid-year exam in January. The administration will review the results with the French teachers. Teachers will examine the results and determine the students at-risk. Students at risk will be provided appropriate remediation.  
- Interaction in French cultural settings; French theatres, film and documentaries, Œuvres Littéraires and newspapers.  
- Support Out of Province and International students with the acquisition of the French language and tutorials  
- Practice writing with sample text to identify linguistic and grammatical errors  
- Literacy Strategies  
- Throughout the year, possibility of an in-school tutor will be available to students who are struggling.  
- Standardized correction guide.  
- Alternative to Detention program to encourage teacher tutorials. |
| The success rate of students in secondary 5 FLM Reading Component. | To maintain the success rate of students in secondary 5 FLM Reading Component to 100%. | • Alternative to Detention program to encourage teacher tutorials.  
  
- Teachers will meet with the French Consultant to review the results of the exam. They will use the DBMS Item Analysis to identify particular areas of weakness in order to improve practices.  
- Through their PLCS, with the help of the consultant, teachers will share best practices for teaching identified areas of weakness.  
- The school will administer a school based mid-year exam in January. The administration will review the results with the French teachers. Teachers will examine the results and determine the students at-risk. Students at risk will be provided appropriate remediation.  
- Interaction in French cultural settings; French theatres, film and documentaries, Œuvres Littéraires and newspapers.  
- Support Out of Province and International students with the acquisition of the French language and tutorials  
- Practice writing with sample text to identify linguistic and grammatical errors  
- Literacy Strategies  
- Throughout the year, possibility of an in-school tutor will be available to students who are struggling.  
- Alternative to Detention program to encourage teacher tutorials. |
The Living Environment:

Objective 5.0: To decrease the rate of our secondary students who report victimization resulting from bullying on the OURSCHOOL Survey from a baseline of 27.7% in 2019 to 24% by 2022.

Objective 5.1: To increase the rate of secondary students who report feeling safe attending school on the OURSCHOOL Survey from a baseline of 71.7% in 2017 to 78% by 2022.

Objective 5.2: To decrease the rate of moderate to high level anxiety as reported by secondary school students on the OURSCHOOL Survey from a baseline of 20% in 2017 to 16% by 2022.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The rate of our secondary students who report victimization resulting</td>
<td>To decrease the rate of our secondary students who report victimization resulting from bullying on the OURSCHOOL Survey from a baseline of 27.7% in 2019 to 14% by 2022.</td>
<td>• Refer students to Guidance Counselors, Student Support Department and Social Worker to process and find effective ways to deal with issues.</td>
</tr>
<tr>
<td>from bullying on the OURSCHOOL Survey</td>
<td></td>
<td>• Sensitize students through grade level guest speakers and workshops</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• i.e., Spiritual Animator, SPVM, DBYLC, Red Cross Workshop on Anti-Bullying, Tolerance Workshop, on the consequences of hurtful/destructive behavior.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Media literacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Gender-Sexuality-Alliance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Safe School Plan</td>
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<td>• Alternative to suspension YMCA</td>
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<td>The rate of secondary students who report feeling safe attending school</td>
<td>To increase the rate of secondary students who report feeling safe attending school on the OURSCHOOL Survey from a baseline of 71.1% in 2019 to 80% by 2022.</td>
<td>• The presence of Guidance Counselors and Behavior Technicians and social worker School nurse to offer student support</td>
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<td>on the OURSCHOOL Survey</td>
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<td>• Let's Talk About Sex Seminar</td>
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<td>The rate of moderate to high level anxiety as reported by secondary school students on the OURSCHOOL Survey</td>
<td>To decrease the rate of moderate to high level anxiety as reported by secondary school students on the OURSCHOOL Survey from a baseline of 20% in 2019 to 16% by 2022.</td>
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</table>
| - SPVM Partnership  
- M.A.D.D.  
- Tolerance Caravan  
- Maison Jean Lapointe  
- Big Brothers and Big Sisters | - The presence of Guidance Counselors and Behavior Technicians and social worker School nurse to offer student support  
- Encourage to join ECAs  
- Gender-Sexualityt-Alliance  
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