

## **EDUCATIONAL PROJECT 2023-2027**

**James Lyng High School**

**English Montreal School Board**



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

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

### **LEGAL FRAMEWORK**

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

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

The educational project must:

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

## COMPOSITION OF THE SCHOOL TEAM

This Educational Project was created by a school team that included:

Principal, Vice-Principal, Guidance Counsellor, Resource Teacher, Physical Education Teacher, Child Care Worker, Readaptation Officer, Student-Parent Facilitator.

## GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

*14 Teachers, 11 Child Care Workers, 2 School Professionals, 1 Documentation Technician, 1 School Secretary, 1 Readaptation Officer, 1 Student-Parent Facilitator, 1 Lab Technician, 4 Parents, 16 Secondary Five students.*

## SCHOOL PROFILE

James Lyng High School has 151 students (as of December 1<sup>st</sup> 2023). Since the inception of the EMSB, the school population has hovered in the order of 200 students. We currently offer a mainstream Secondary One to Secondary Five curriculum, as well as a modified Year 1 to Year 3 program called Aim High. We also offer a specialized Resource Program for students on the Autism Spectrum, called SAIL (Supporting All Individual Learners); the program currently consists of 23 students who are supported by three resource teachers and three Child Care Workers-Behaviour Technicians. We are located in Saint Henri on the west end of Notre-Dame Street. 94% of the students were born in Quebec, and English is the main language spoken at home. The students belong to various ethnic communities. The students come from varied socio-economic backgrounds, with some being middle class and many living close to the poverty line. *The Indice de milieu socio-économique* (IMSE) index rating is a 10, with 10 being the maximum. Student absences and truancy fluctuate depending on familial responsibilities of the students throughout the year.

In addition, 85% our student population have an Individualized Education Plan (IEP), and 69% have an educational code. The majority of these students who have an exceptional code face learning and behavioral challenges. All students receive support in learning, social and emotional challenges.

The school staff has one principal, one vice-principal. The teaching staff consists of 12 regular full-time teachers, 4 full-time resource teachers and 1 part-time resource/FSL teacher.

The school also has 1 Guidance Counselor (4 days a week), 1 Special Education Consultant (1 day a week), 1 ASD Consultant (1 day a week), 1 Spiritual Animator (1 day), 1 Documentation-Technician (4 days a week), 1 laboratory technician, 1 school secretary, 2.5 caretakers, and 3 cafeteria workers.

In addition, a historical figure who is unique to our school community is our Student-Parent Animator. This position was created in order to respond to the social and emotional well-being of students. She maintains regular communication with parents and has fostered close relationships with all James Lyng's families and has been instrumental in ensuring that students attend school. We also have a Readaptation Officer who works with students in providing specialized support and strategies with their unique social and emotional challenges. It is this type of commitment from our school staff, that has created a family-like atmosphere within our small school.

Furthermore, community services that support James Lyng High School include a school Nurse (1

day per week) and a Social Worker (1 day per week) A SPVM Community Relations Police Officer is available at various times during the year to build positive relationships with students in the school and to support the school administration with specific issues.

The school offers a regular Secondary School English Core program, with second language French instruction. In addition, after initial exposure in Secondary 1 to both extensive Urban Arts streams (Music Program, Visual Arts Program), once in Secondary 2, students choose one of the streams to follow for the remainder of their high school experience. Our Music Program has a dedicated Music Studio, where students learn how to play various instruments, engage with beats/music creation, lyrics writing and learn how to record their music using recording software. Our Music Program has also benefitted from the involvement of community group, Project W.O.R.D. in the last decade, where a Vocal Coach, Studio Animator and Program Coordinators are present throughout the week in Music classes and in extra-curricular activities. This has also led to the creation of a yearly mixtape being produced by students and available on media platforms such as Apple Music and Spotify.

To engage and motivate students to be active in the school, the staff has made efforts to use student interests for extra-curricular programming. Some of the initiatives include Leadership Club (run the R&B Café), Korean Cooking Club, a Bike Repair Shop, Queer Club, Film Club, Dungeons& Dragons Club, Magic The Gathering Club, Drama Club, Art Club, Chess Club, Open Gym Days, a Juvenile Boys Basketball Team, Breakfast Club, Snacks Club, Junior and Senior Music Bands, and Music Studio Club. These activities contribute to building the self-esteem of our students, by harnessing their talents and providing opportunities to explore and excel.

In addition to the Secondary 5 Leadership course, the school promotes entrepreneurship and career exploration, providing hands-on training for students and consultation with experts (Ex: yearly visit to Rosemount Technology Center, and Google workshops). An espresso café, “R&B Café”, is open daily at recess and lunch time, provides students with an opportunity to learn about the service industry; all proceeds generated from the café are re-invested in the school.

The school has a Community Learning Centre (CLC), supported by LEARN Quebec. The CLC allows the school to establish greater connection to the community. The CLC has served as a bridge to the different community groups like Project W.O.R.D. For the 2023-2024 school year, the school has partnerships with the following organizations which help serve our student population in various ways: YMCA (Secteur Réussite Scholaire), Camp Lift, BUMP (Burgundy Urban Mediation Project) through ‘Prévention Sud-Ouest’, Maison Jean-Lapointe, LOVE (Quebec) Organization.

James Lyng High School receives donations from the Générations Foundation which provides food, and snacks for all students throughout the year; this also helps provide a free breakfast service to all students through our Breakfast Club and Snacks Club student extra-curricular activity initiatives. As a result of our IMSE index rating, the school receives additional funding from the Campaign Against Poverty (CAP) to provide subsidized lunches for all students as well as two days in which lunches are free of charge.

The school shares the facility with the James Lyng Adult Centre as well as two outreach schools; FOCUS and Outreach High School. Boundaries are well-defined to ensure the safety and security of all students.

## MISSION AND VALUES

*Our mission is to provide a learning setting where all students reach their full potential within a caring, supportive and inclusive environment, in order to become responsible, contributing citizens of society.*

***Our Values include the following:***

- *A positive school environment for students from all cultures and backgrounds;*
- *All students can learn and succeed;*
- *A sense of community and partnership among all students;*
- *A strong sense of respect for self, community, environment and others.*

## THE CONSULTATION

*Teachers and Support Staff members had an in-person meeting following a Mini-Day on November 15<sup>th</sup>, 2023 and were consulted, where they were given information about the Educational Project, and the Consultation Process. Staff members were then sent a link to a Google Survey form where they were asked to answer a variety of questions which touched on issues which affected student success and school climate; a total of 34 staff members were involved in this process. A group discussion was had with the Principal and Vice-Principal in regards to common issues that arose while the staff members were answering the survey questions.*

*All parents/guardians of all 151 student were invited to an ‘Educational Project Consultation’ Evening Session (sent via an email on November 5<sup>th</sup>, 2023) that was to be held on Wednesday, November 15<sup>th</sup>, 2023 at 6:00PM. Four parents (representing four students) attended the Evening Session and were given information on the Educational Project, and the Consultation Process. Once the information was given, parents were sent a link to a Google Survey form where they were asked to answer questions on issues which affected student success and school climate. Once given time to answer those questions on their mobile devices, a group discussion was had with the Principal and Vice-Principal on common issues and concerns which they had upon engaging with the survey questions.*

*The school also consulted 16 Secondary 5 students on November 27<sup>th</sup>, 2023, where they were asked to answer questions on a Google Survey Form regarding their general experience at James Lyng High School and issues which related to their own personal experience as a student.*

*The school team met November 24<sup>th</sup> 2023, November 29<sup>th</sup> 2023, January 8<sup>th</sup>, 2024 to look at the feedback from stakeholders, analyse the predominant issues which arose from the different groups’ survey questions and working on the school profile portion of the Educational Project.*

*After lengthy discussions between the school team members where the results from the consultation were processed, the predominant issues which arose from the consultation were grouped into the following categories: Absenteeism, Literacy concerns, Student Personal Issues, Students’ Mental Health, Cellphones, Technological issues, Missing supports/resources for students, and Student Behavioural Issues. The school team then went on to determine which two categories could be focused on in the Educational Project and turned into additional goals in which the school would aim to achieve by the end of the Educational Project in 2027. The team members decided that the goals must be ones that could be measured and actively attained by significant steps taken by the school. Despite*

*the consensus amongst the team, that student personal issues have a significant impact on their success at school, it was determined that the school can only support students to a certain extent. Thus, the two goal categories chosen by the team were: Absenteeism and Literacy.*

*Team members explained how chronic absenteeism has had a significant impact on student learning but also on how teachers are capable to affectively plan teaching practices and impart knowledge to students.*

*The consultation process also made it abundantly clear to the school team members that student literacy levels are low and that this is an area in which staff could help students improve on in the coming years, which in turn will positively impact student success in all academic courses.*

## ACADEMIC OBJECTIVES

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

**Table 1: James Lyng High School Global Success Rates in Secondary 4 Math and Science Courses (%)**

COURSE	School		EMSB	
	2022	2023	2022	2023
Cultural, Social & Technical Math (CST)	45	50	64.3	69.3
Science & Technology (ST)	55.6	62.5	85.9	88.3

*Source: Charlemagne, 2022*

**Interpretation:** For CST Math, our success rate increased by 5% from 2022 to 2023; this mirrors the school board's success rate. Even with this improvement, challenges like weak literacy skills (which impact the reading comprehension) of math word problems and students generally struggling with the 'linear function' concept remain areas of concern moving forward. The fact that James Lyng High School teaches the Secondary 3 Math Lite program allows students to spend more time on foundational concepts, which in turn allows them to tackle Secondary 4 CST Math concepts with a greater skillset. This could be a reason for the upwards trend of the success rate during 2022 and 2023. The school team agrees that more time should be spent in Secondary 2 on foundational concepts, which will allow students to have a greater chance to succeed in Secondary 4.

For Science & Technology, our success rate between 2022 and 2023 is greater than the school board's success rate during that same time. The school team has expressed how topics in the "Technological World" are not always able to relate to student's interests and real-life situations. In addition, complicated word problems, coupled with low literacy levels, severely impacts the success rate of this course. Moving forward, more time will be spent on familiarizing students with common vocabulary used in the course's examinations.

Lastly, it must be noted that for both the Secondary 4 CST Math and Secondary 4 Science & Technology courses' success rates due to a low number of students in those courses, it is worth noting that just one or two more students succeeding would have drastically increased the school's success rates. The school team believes that setting an objective of a 10% increase by 2027 for both these courses are realistic and achievable.

**Objectives:**

**To increase the global success rate of Secondary 4 students on the Math CST course from 50 % in 2023 to 60 % by 2027.**

**To increase the global success rate of Secondary 4 students on the Science & Technology (ST) course from 62.5 % in 2023 to 73 % by 2027.**

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

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

**Table 2: James Lyng High School Global Success Rates on Secondary 4 History of Quebec and Canada (%)**

	School	EMSB
	2023	2023
History of Quebec & Canada	55.6	78.0

Source: Charlemagne, 2022

\*Uniform exams resumed in 2023.

**Interpretation:** Our school's success rate is lower than the school board's success rate in 2023. We believe that weak literacy skills, and insufficient time spent on the interpretation of historical

documents in the latter years of elementary school and cycle 1 of secondary school, have contributed to our low success rate in the course.

**Objectives:**

**To increase the global success rate of Secondary 4 students on the History of Quebec and Canada course from 55.6 % in 2023 to 65% by 2027.**

**Table 3: James Lyng High School Global Success Rate and Average Grades on English Language Arts Course (%)**

YEAR	James Lyng High School		EMSB	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	93.3 (14/15)	66.9	96.3	75.4
2022	100 (10/10)	70.2	96.2	78.3
2023	93.3(14/15)	68.7	97.2	77.5

Source: Charlemagne, 2022

**Interpretation:** Table 3 demonstrates how our success rate in the ELA course has maintained since 2019 and the school believes that it can continue to increase its average grade moving forward. Yes, our 'Average Grade' rates are much lower than the EMSB rates, but this does not accurately represent the hard work done by the school in regards to helping students with many learning difficulties over the last couple of the years, to improve their reading and writing skills; it must be noted how this average takes into account many students who have weakened literacy skills. Increased exposure to the Reading Response over the next couple of the years and how teachers will teach the different aspects of response writing, will allow students to continue to improve their grade in the ELA course moving forward.

**Objective:**

**To maintain the global success rate in the on the Secondary 5 English Language Arts uniform exam above 90 % through 2027.**

**To increase the average grade on the English Language Arts uniform exam from 68.7 % in 2023 to 73% in 2027.**

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

**Table 4: James Lyng High School Global Success Rate and Average Grades on French Second Language (Programme de base) Uniform Exam Reading Component (%)**

YEAR	James Lyng High School		EMSB	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	93.3 (14/15)	71.3	93.4	84.7
2022	70 (7/10)	66.8	86.3	80.9
2023	46.7 (7/15)	58	86.3	79.8

Source: Charlemagne, 2022

**Interpretation:** Our 2023 success rate demonstrates a decline since 2019. Several reasons may have contributed to this decline. The majority of our students come from anglophone households and many of our students arrive to our school from elementary school with very weak reading skills (the pandemic could have impacted the acquisition of the language since those years were extremely important in language acquisition).

In addition, a change in teaching methods since the pandemic and a change in personnel during the 2022-2023, where students did not have the same teacher over the course of the school year, could have also impacted the 2023 success rate which was 46.7% (the 2022 success rate was 70%). As such, we have used the average of the 2022 and 2023 success rates to determine our baseline of 58% moving forward and towards the 2027 target of 65% success rate.

Lastly, it is important to note that our decreased success rate is also aligned with the EMSB since 2019.

**Objective:**

**To increase the 58% success rate (average of 2022 and 2023) to 65% on the Secondary 5 French Second Language (Programme de base) Reading Component June exam by 2027.**

**To increase the average grade of students from 58% in 2023 to 62% on the Secondary 5 French Second Language (Programme de base) Reading Component June exam by 2027.**

**Additional Academic Goal:**

As the English Language Arts Reading Response is a ministerial evaluation for Secondary 5 students, the school team felt that the school could do more to help students develop their skills to have a better chance of success of improving their literacy in relation to this type of assessment. The school team agreed that there are many students entering Secondary 1, with low literacy levels and that literacy should be a priority for James Lyng High School moving forward. As such, using the Fall 2023 EMSB Secondary 1 Common Assessment-Reader Response (which was used by all the school board's high schools), the school would use our current Secondary 1 grades and extract the group average on that assessment, which was 57%; this average would be our initial starting point. The school team has committed to working towards having a school Reading Response Common Assessment (for each grade level) for the next 4 years during Term 1; each year, there would be a new grade level



assessment. This will allow the English Language Arts teachers to spend more time working on the required skills needed for students to have success on this type of assessment, which in turn can have an affect on literacy and while also being able to track the progress of each student and cohort of students over a 4 year period. The school team will track the progress of this first cohort of students for the next 4 years, and also track students on an individual basis on this yearly local evaluation.

**Objective: To monitor the average grades of students registered in Secondary 1 for the 2023-2024 academic year on a common reading assessment in ELA throughout their Secondary 4 year (2027).**

## SCHOOL CLIMATE

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

### EMSB’s Objectives:

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

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

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

**Table 5: James Lyng High School Student Perceptions of Selected School Climate Factors (%)**

Factor	James Lyng High School			EMSB		Canadian Norm
	2019	2022	2023	2019	2022	2022
Bullying and Victimization	18	22	29	18	22	21
School Safety	47	42	55	56	47	56
Anxiety	21	26	31	28	29	33

Source: OURSCHOOL Survey (The Learning Bar), 2022

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

### Interpretation:

Table 5 shows that student perceptions of bullying and victimization increased steadily from 18% in 2019 to 29% in 2023. Although EMSB results for 2023 are not available, this number is significantly

higher than the Canadian norm. It is worth noting that because the student population is small, fluctuations in percentage may be misleading.

Table 5 also shows that student perceptions of school safety have steadily increased from 42% in 2022 to 55% in 2023. Typically, when perceptions of school safety increase, the perception of bullying decreases. More data is needed to determine whether the trend in bullying is anomalous.

Since the pandemic, anxiety has become a societal concern, also impacting schools. Table 5 shows that student perceptions of moderate to high anxiety has increased from 21% in 2019 to 31% in 2023. This is slightly under the Canadian norm of 33%.

**Objectives:**

**To decrease students' perception of being bullied and victimized at school from 29% in 2023 to 21 % by 2027.**

**To increase the rate of secondary students feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 55% in 2023 to 63% in 2027.**

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

**Additional School Climate Goal:**

Lastly, the school team felt that an additional goal was needed in order to address the concerns of stakeholders during the consultation process when it came to the topic of absenteeism. Absenteeism has become a concerning issue, especially for teachers, over the last couple of years. While the school tries to work closely with parents to help students attend school as much as possible, it becomes more and more difficult for students to catch up on their missed learning and school work when they are absent for justified and unjustified reasons. While we understand how students can become sick or fall ill during times throughout the year, a collection of data for the first 43 days of school of the 2023-2024 school year indicate how there is a daily average of 10% (approximately 15 students) of students absent. While we understand that not all these are absences due to truancy, the importance of students attending school as much as possible, is an important factor for academic success. In addition, it must be noted how increased absenteeism makes it much more difficult for teachers to appropriately plan lessons and support students on an ongoing basis. As an objective, the school team will monitor and report on student absenteeism for the first 43 days of school from 2023 to 2027. Increased discussions with students, parents, involvement of the social services network, and providing more workshops for parents, will be used as strategies to try to attain the target set in this goal.

**Objective:**

**To monitor and report on student absenteeism for the first 43 days of school from 2023 to 2027.**

**DIGITAL COMPETENCY**

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

Our TIF teacher ran a workshop for staff at the beginning of the school year for each of the last two years on how to use assistive technology to increase student learning and engagement; the TIF teacher ran the workshop with the support of our Speech and Language Pathologist and our Assistive Technology Consultant. This allowed all teachers to develop their knowledge in order to better serve our student population which includes many specific needs (85% of our students follow an Individualized Education Plan).

In addition to these local workshops, we had two teachers in 2022-2023 who attended a Lego Spike Prime workshop and a Robotics Integration workshop; the knowledge gained was then used in the classroom and in the Robotics club.

The school is presently looking at getting a speaker to run a workshop for students and parents about Social Media usage.

**Objective: To report on developments in the school regarding digital competency.**

### APPENDIX: OBJECTIVES AT A GLANCE

EMSB OBJECTIVE	OBJECTIVE	Specific Initiatives Towards Improvement
To maintain the rate of students obtaining their first diploma or first qualification in seven years after starting secondary school in the range of 92% or above through 2027.		
To increase the global success rate of Secondary 4 students on the Math CST C2 June exam from 64.0% in 2023 to 69.0% by 2027.	To increase the global success rate of Secondary 4 students on the Math CST course from 50 % in 2023 to 60 % by 2027.	Pilot Pacing Guide for Cycle 1 Mathematics starting in 2024-2025.
To increase the global success rate of Secondary 4 students on the Science & Technology course from 84.9% in 2023 to 88.5% by 2027.	To increase the global success rate of Secondary 4 students on the Science & Technology (ST) course from 62.5 % in 2023 to 73 % by 2027.	Increasing exposure to common language used in word problems.

To increase the global success rate of Secondary 4 students on the History of Quebec and Canada course from 73.3% in 2023 to 78% by 2027.	To increase the global success rate of Secondary 4 students on the History of Quebec and Canada course from 55.6 % in 2023 to 65% by 2027.	Increasing exposure to historical documents and working on decoding of language in different intellectual operations questions in Cycle 1.
To maintain a global success rate in the range of 95% on the Secondary 5 English Language Arts uniform exam through 2027.	To maintain the global success rate in the on the Secondary 5 English Language Arts uniform exam above 90 % through 2027.	Local common literacy assessment in Term 1 from 2024-2025 onwards.
To increase the average grade on the Secondary 5 English Language Arts uniform exam from 76.8% in 2023 to 78.0% in 2027.	To increase the average grade on the English Language Arts uniform exam from 68.7 % in 2023 to 73% in 2027.	Local common literacy assessment in Term 1 from 2024-2025 onwards.
To maintain a success rate of 90% or above on the Secondary 5 French Second Language (Programme de base) Reading Component June exam through 2027.	To increase the 58% success rate (average of 2022 and 2023) to 65% on the Secondary 5 French Second Language (Programme de base) Reading Component June exam by 2027.	
To increase the average grade of students from 82.8% in 2023 to 84.0% on the Secondary 5 French Second Language (Programme de base) Reading Component June exam by 2027.	To increase the average grade of students from 58% in 2023 to 62% on the Secondary 5 French Second Language (Programme de base) Reading Component June exam by 2027.	
To decrease the rate of secondary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 22% in 2023 to 18% in 2027.	To decrease students' perception of being bullied and victimized at school from 29% in 2023 to 21 % by 2027.	
To increase the rate of secondary students feeling safe at school, as reported	To increase the rate of secondary students feeling safe at school, as reported by the students, on the	

by the students, on the OURSCHOOL Survey from 47% in 2023 to 65% in 2027.	OURSCHOOL Survey from 55% in 2023 to 63% in 2027.	
To decrease the rate of secondary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 29% in 2023 to 25% in 2027.	To decrease the rate of secondary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 29% in 2023 to 25% in 2027.	
To increase the rate of teachers' and classroom support staff's digital competence as reported by the Digital Competency Survey by 5% from 2023 to 2027.	To report on developments in the school regarding digital competency.	
	To monitor the average grades of students registered in Secondary 1 for the 2023-2024 academic year on a common reading assessment in ELA throughout their Secondary 4 year (2027).	Local common literacy assessment in Term 1 from 2024-2025 onwards.
	To monitor and report on student absenteeism for the first 43 days of school from 2023 to 2027.	Workshop for parents and continuing building relationships with school.