

EDUCATIONAL PROJECT 2023-2027

Lester B. Pearson 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:

The Principal, Vice-Principal, two teachers, one Handicapped Pupil Attendant who all worked on the project, writing, and editing it, processing results from the consultations, and setting targets.

GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

The groups consulted in the development of the project were the teaching staff, professional staff, the support staff, and the student council members and parents.

SCHOOL PROFILE

Since 1976, Lester B. Pearson High School has been an intricate part of the Montreal North community. We welcome 930 students from secondary 1 to secondary 5. Although we are in a multi-ethnic neighborhood, our students mainly derive from an adjacent neighborhood, Rivières des Prairies. Many other students travel from Laval and some from St. Leonard. 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. We proudly provide various measures of support for these families.

The school offers 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. 19% (177 students) of our student population follows this intensive educational program, which releases them to practice their sport in the afternoon. Traditionally, our students participate in hockey, soccer, figure skating, baseball, diving, and swimming. In the recent years, we have a strong concentration in dance.
- Our Resource program caters to the students with learning challenges. Approximately 31% (288) of the student population follows the resource pathway. Two options are offered to these students identified as having 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 to provide them with academic, behavioral, and emotional support. In 2023, 87% of our secondary 5 resource students successfully graduated. Currently we also offer the Allongé program to facilitate the adaptation of elementary school students into the high school setting.
- Our Honours and Enriched Program houses 21% (195 students) of our students from secondary 1 to 5. Of these students, 1.6% (3 students) follow an IEP and are provided the support needed to be successful in these distinguished programs. We also offer an Honours path in mathematics. This program begins with an accelerated secondary 1 course, culminating in

secondary 5 with courses in Physics, Chemistry and an introductory course to Calculus. The Enrichment curriculum offers courses allowing students to pursue the science path in CEGEP. It also offers English enriched courses offered from secondary 1 to 5.

- Our Français programme enrichi caters to approximately 11.6% (108 students) of our student population. This program extends instruction in French for Science, History/Geography in secondary 1-3.
- Our Core program encompasses approximately 40% (372 students) of our student population.

Regardless of the choice of program a student is following, our common goal is to successfully prepare our students to attend CEGEP, Vocational Education, Adult Education, and/or 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. For example, our school participates in the Terry Fox Fundraising and Walk to End Hunger. A plethora of extracurricular activities that are offered include GMAA sports, Gender Sexuality Alliance (GSA), Improv Club, Coffee House, Cheerleading, Scrabble Club, Battle of the Books, Guitar Club, Random Acts of Kindness Club, Crochet Club, Diamond Dots Club and many more. These fluctuate year to year to adapt to the student interests. In addition, some students from the science pathway participate in the Hospital Opportunity Program (HOPS), which allows them to explore various medical fields.

Our school offers quality instruction not only because of the teaching staff, but also because of the support staff. They have been fully integrated into our teaching and learning environment. Our students who require additional support are paired with Handicap Pupil Attendants and Special Education Technicians depending on their needs. We employ several in-house tutors to help in the areas of French, Math, Science and History. We also provide weekend exam review prior to the Math, Science and History exam sessions in June for final exams. The resource room called The Learning Centre (TLC) is also available to students with IEPs who are integrated into the Core program. This helps to facilitate their learning needs as stipulated in their IEPs. This is overseen by a Resource Coordinator. All students who require assistive technology support have access to this support measure (laptops and WordQ software).

To promote academic success, we also give the opportunity to students who have gotten a detention to attend a tutorial session in its place. This system seems to work well, since its establishment in 2016.

Lester B. Pearson High School is not only an academic driven high school. Our students are exposed to various forms of emotional, physical and health-based 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 four days a week to our school nurse. She vaccinates as well as instructs students through their classes on various health-related topics. Recently, we have been providing our students with a youth addiction counsellor. She provides periodic workshops on healthy lifestyles and various dependencies.

The school staff has one principal and three vice-principals. It also includes a team of secretaries, caretakers, librarians, lab technicians and cafeteria staff who support the administrative team. The entire school staff is dedicated and works diligently to support the education of the whole child which includes extracurriculars as well as academics.

Lester B. Pearson High School has equipped each classroom with a smartboard and laptop to assist teachers in their practices. Additionally, there are three computer labs and several mobile sets of laptops and iPads that are available upon request. Teachers and 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 books and magazines as well as a Makerspace and two 3D printer.

Our school values physical activity and provides our students with extracurricular activities. They vary from an outdoor track, team sports (GMAA and Intramural), weight room and use of the community indoor pool for our swim team. Also, our students have access to the gym during the lunch period many times during the school cycle.

Community services that support Lester B. Pearson High School include the Centres Intégrés Universitaire de Santé et de Services Sociaux (CIUSSS) aimed at promoting healthy living. We also collaborate with our community police officer. He is available weekly to build positive relationships with students in the school and offers workshops for students. Our community police officer also offers an after-school running team to our students with his colleagues.

Our students benefit from The Breakfast Club of Canada which subsidizes breakfasts. On a daily basis, students can receive breakfast for free. This initiative is open to all students to promote healthy eating habits. Subsidy programs provided by the government also assists in providing a free lunch to a number of our students in need. During lunchtime, our students have access to our large cafeteria, a cozy Café space and the Games Room.

Our school is fortunate enough to have a large green space. We collaborated with Le Corridor Vert Project in 2017, 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. The data collected from the survey is used primarily for our Educational Project, allowing the school team to understand student perceptions about their school environment. The information gathered from this survey is also used to make informed decisions on school programming.

Parental involvement is fundamental to student success. Relations between teachers, parents and students are typically supportive and collaborative. Some parents are involved, as in they participate in school governance (Governing Board), fundraising and volunteering 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 and [school website](#).

Lester B. Pearson's Educational Project contains the five goals determined by the School Board, complemented by objectives, strategies and targets determined by the school.

In addressing each of these goals, the school staff has been making use of data to monitor progress towards the established targets and informed 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 within administration and staff, there needs to be a reduction in turnover.
- To promote the diversity of programs to prevent a decline in enrollment and provide students with equal opportunity based on their needs and interests.
- 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, class sizes should be reduced where possible and support measures continue to be in place for these students, and students at risk.

MISSION AND VALUES

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

Lester B. Pearson High School 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 amongst all students.

THE CONSULTATION

To assist with establishing objectives for the Educational Project, Lester B. Pearson High School held four consultations for its community: one with the parents, one for teachers/professionals, one for support staff, and finally a focus group to gain feedback from students consisting of the student council members. Below is a summary of what the process looked like.

The teachers/professionals, the support staff, and students received the invitation to participate in an online survey, whereby general questions were provided from a bank of EMSB prepared questions. The parents were asked for help in a general email sent through our school Messenger system, whereby they registered to participate in an online lunch meeting. These parents then received a meeting link to join the principal for a brief overview of the Educational Project and the consultation process. They were then given access to the online survey whereby general questions were provided from a bank of EMSB prepared questions. The survey was closed that same day, and this was explained to the parents at the introductory meeting.

Once the surveys were closed, and results were in, the EP school team met to discuss the results and summarize the emerging themes.

Some of these emerging themes include satisfaction with the support we offer our students through tutorials with teachers and the additional hired tutors. We currently have 7 hired tutors who offer academic support in French, Math, History and Science. Our support for the students with learning disabilities through our TLC room and Zen Zone, the various ECAs offered, which allows students to feel connected and safe in their school. The supervision offered in the school throughout break times also allows students to feel safe, with adults being present at all these break times including entry and dismissal.

Other themes within the scope of a safe school environment were the Guidance Counsellor Team and the Addiction Counsellor we have at our school to meet and work with students. Some issues of bullying and peer pressure emerged through the consultation, as well as a feeling of lack of motivation in some students and some disruptive student behaviours.

ACADEMIC OBJECTIVES

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

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

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

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

Table 2: Lester B. Pearson High School Global Success Rates in Secondary 4 Math and Science Courses (%)

COURSE	School			EMSB		
	2019	2022	2023	2019	2022	2023
Cultural, Social & Technical Math (CST)	52.8	72.3	79.3	61.9	66	69.3
Scientific Math (SN)	94.6	91.0	94.4	95.2	92.6	93.7
Science & Technology (ST)	80.0	83.3	85.0	83.9	85.6	88.3

Source: Charlemagne, 2022

Interpretation:

In Cultural, Social & Technical Math (CST) there has been an increase of 26.5% over the last 3 exam sessions. In 2023, our school is 10% above the EMSB success rate. These results will surely motivate the math department to continue to use and share their best teaching practices for continued success.

In Scientific Math (SN) there has been a consistency with our result in comparison with the EMSB over the last 3 exam sessions. From that data, there was a slight decline in the success rate, but our results were in line with those of the EMSB. In 2023, our school results were higher than those of the EMSB. These results will surely motivate the math department to continue to use and share their best teaching practices for continued success.

In Science & Technology (ST) there has been an increase in our results over the last 3 exam sessions. In 2023, our school results were 3.3% lower than that of the EMSB. However, both our school and the EMSB are following the same increasing trend.

Objectives:

To increase the global success rate of Secondary 4 students on the Math CST course from 79.3 % in 2023 to above 80% by 2027.

To maintain the global success rate of Secondary 4 students on the Math SN course above 94 % by 2027.

To increase the global success rate of Secondary 4 students on the Science & Technology course from 85% in 2023 to above 88% by 2027 to meet the current success rate of the school board.

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

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

Table 3: Lester B. Pearson High School Global Success Rates on Secondary 4 History of Quebec and Canada & Histoire du Québec et Canada (%)

	Lester B. Pearson High School			EMSB		
	2019 *	2022 *	2023	2019*	2022*	2023
History of Quebec & Canada	-	-	94.3	-	-	78.0

Histoire du Québec et Canada	-	-	100	-	-	93.9
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Source: Charlemagne, 2022

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

<p>Interpretation:</p> <p>In the History of Quebec & Canada, the school performed 16.3% above the school board. These results will surely motivate history teachers to continue their best teaching practices.</p> <p>In the Histoire du Québec & Canada, the school performed 6.1% above the school board. These results will surely motivate history teachers to continue their best teaching practices.</p> <p>Objectives:</p> <p>To maintain the global success rate of Secondary 4 students on the History of Quebec and Canada course above 90% by 2027.</p> <p>To maintain the global success rate of Secondary 4 students in Histoire du Québec et du Canada course above 95% by 2027.</p>
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Table 4: Lester B. Pearson High School Global Success Rate and Average Grades on English Language Arts Course (%)

YEAR	Lester B. Pearson High School		EMSB	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	97.5	72.2	96.3	75.4
2022	96.7	73.1	96.2	78.3
2023	99.5	74.7	97.2	77.5

Source: Charlemagne, 2022

<p>Interpretation:</p> <p>In our English Language Arts course there has been a consistent success rate above 96% culminating in 2023, with 99.5%. This result is 2.3% higher than the school board. This will motivate English teachers to continue bringing forward their best teaching practices in the classroom.</p> <p>Objective:</p> <p>To maintain the global success rate in the on the Secondary 5 English Language Arts uniform exam above 96 % by 2027.</p> <p>To increase the average grade on the English Language Arts uniform exam from 74.7 % in 2023 to 76 % in 2027.</p>
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The following table shows the success rates of our students and EMSB students in French Second Language Programs. Lester B. Pearson High School will report on its French Second Language programs: programme de base and programme enrichi. For both programs, the indicator used in this report is the Reading Component, because it is uniform and evaluated by the MEQ.

Table 5: Lester B. Pearson High School Success Rate and Average Grades on French Second Language (Programme de base) Uniform Exam Reading Component (%)

YEAR	Lester B. Pearson High School		EMSB	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	93.9	81.3	93.4	84.7
2022	89.2	80.9	86.3	80.9
2023	93.4	82.2	86.3	79.8

Source: Charlemagne, 2022

Interpretation:

Our success rate took a small dip after Covid, when the Uniform exams returned. However, we are pleased to see them get back to what they were in 2019. We also see that the average grade of the students has been the best that they have been in 2023. Comparatively, the results of the school board have consistently decreased in the last 3 years. These results will continue to motivate the teachers of the entire French department to encourage their students to read more, in French, and to increase their literacy competencies.

Objectives:

To maintain a success rate of 92% or above on the Secondary 5 French Second Language (Programme de base) Reading Component June exam through 2027.

To maintain the average grade of students above 80% in the Secondary 5 French Second Language (Programme de base) Reading Component June exam through 2027.

Table 6: Lester B. Pearson High School Global Success Rate and Average Grades on French Second Language (Programme de base) Uniform Exam (%)

YEAR	Lester B. Pearson High School		EMSB	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	95.7	78.9	94.4	81.5
2022	94.1	77.8	93.4	80.9
2023	96.1	77.7	90.1	79.3

Source: Charlemagne, 2022

Interpretation:

We are observing a consistency in our success rate, culminating in 2023 at 96.1%.

The results of the school board, inversely, have decreased over the same period.
The teachers of the French department are motivated to continue guiding their students towards such levels of success.

Objectives:

To maintain a success rate of 95% or above on the Secondary 5 French Second Language (Programme de base) June exam through 2027.

To increase the average grade of students from 77.7% in 2023 to 80% on the Secondary 5 French Second Language (Programme de base) June exam by 2027.

Table 7: Lester B. Pearson High School Success Rate and Average Grades on French Second Language (Programme enrichi) Uniform Exam Reading Component (%)

YEAR	Lester B. Pearson High School		EMSB	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	NA	NA	84.5	72.9
2022	NA	NA	94.7	80.5
2023	NA	NA	96.8	80.9

Source: Charlemagne, 2022

Interpretation:

The results for the French Second Language (Programme enrichi) are not reported due to the transition from Français Langue Maternelle to French Second Language (Programme enrichi) in 2023 – 2024.

It is to be noted that the students who graduated in 2023 had a 100% success rate in Français Langue Maternelle.

Objectives:

For 2024, the teachers in the French Second Language (Programme enrichi) will work together to ensure that the success rate of their students mirrors or surpasses the results of the school board.

It is to be noted that, in June 2024, LBP students registered in that program will be the first ones to write the French Second Language (Programme enrichi) Uniform Ministry exam.

Table 8: Lester B. Pearson High School Global Success Rate and Average Grades on French Second Language (Programme enrichi) Uniform Exam (%)

YEAR	Lester B. Pearson High School		EMSB	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	NA	NA	95.4	75.2
2022	NA	NA	98.7	79.8
2023	NA	NA	98.6	80.6

Source: Charlemagne, 2022

Interpretation:

The results for the French Second Language (Programme enrichi) are not reported due to the transition from Français Langue Maternelle to French Second Language (Programme enrichi) in 2023 – 2024.

It is to be noted that the students who graduated in 2023 had a 100% success rate in Français Langue Maternelle.

Objectives:

For 2024, the teachers in the French Second Language (Programme enrichi) will work together to ensure that the success rate of their students mirrors or surpasses the results of the school board.

It is to be noted that, in June 2024, LBP students registered in that program will be the first ones to write the French Second Language (Programme enrichi) Uniform Ministry exam.

ADDITIONAL ACADEMIC GOALS-

Since approximately 30% of the student population receives additional academic support in the Resource program, it is our goal to closely monitor the graduation rate of these students during the 2024 to 2027 period.

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 9: Lester B. Pearson High School Student Perceptions of Selected School Climate Factors (%)

Factor	Lester B. Pearson High School		EMSB			Canadian Norm
	2019	2023	2019	2022	2023	2022
Bullying and Victimization	32.6	25	18	22	NA	21
School Safety	60	46	56	47	NA	56
Anxiety	28	31	28	29	NA	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:

- Bullying and victimization = We have noticed a significant decrease in the student's perception of being targeted.
- School safety = We have noticed a decrease in the student's perception of feeling safe within their school environment. Since no serious violent incidences have recently occurred, we may explain this sentiment to post-Covid anxiety.
- Anxiety = There has been a slight increase in the student's feeling of being anxious. This can be explained by many factors such as: the return of Ministry exams or personal, social and family issues.

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.

The ICT team has been working with schools to train TIF teachers and create projects with students that develop their competency through the 12 dimensions. Teachers have attended workshops on digital competency and our TIF teacher is available to work with teachers on digital competency. Teachers will be receiving a workshop on AI in the upcoming pedagogical day.

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 79.3 % in 2023 to above 80% by 2027.	<ul style="list-style-type: none"> • Two hired math tutors • Math Help Centre.
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 course from 85% in 2023 to above 88% by 2027 to meet the current success rate of the school board.	<ul style="list-style-type: none"> • A hired Science tutor.
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 maintain the global success rate of Secondary 4 students on the History of Quebec and Canada course above 90% by 2027.	<ul style="list-style-type: none"> • Two hired history tutors.
To maintain the global success rate of Secondary 4 students in Histoire du Québec et du Canada course above 90% through 2027.	To maintain the global success rate of Secondary 4 students in Histoire du Québec et du Canada course above 95% by 2027.	<ul style="list-style-type: none"> • Two hired history tutors.
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 96 % by 2027.	<ul style="list-style-type: none"> • Theatre presentations to expose students to the English language and appreciation of the Arts.
To increase the average grade on the Secondary 5	To increase the average grade on the English Language Arts uniform	<ul style="list-style-type: none"> • Theatre presentations to expose students to the

English Language Arts uniform exam from 76.8% in 2023 to 78.0% in 2027.	exam from 74.7 % in 2023 to 76 % in 2027.	English language and appreciation of the Arts.
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 maintain a success rate of 92% or above on the Secondary 5 French Second Language (Programme de base) Reading Component June exam through 2027.	<ul style="list-style-type: none"> • Two hired French tutors • Exposure to French culture through the CinÉcole initiative and an appreciation of the Arts.
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 maintain the average grade of students above 80% in the Secondary 5 French Second Language (Programme de base) Reading Component June exam through 2027.	<ul style="list-style-type: none"> • Two hired French tutors • Exposure to French culture through the CinÉcole initiative and an appreciation of the Arts.
To maintain a success rate of 90% or above on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam through 2027.	For 2024, the teachers in the French Second Language (Programme enrichi) will work together to ensure that the success rate of their students mirrors or surpasses the results of the school board. It is to be noted that, in June 2024, LBP students registered in that program will be the first ones to write the French Second Language (Programme enrichi) Uniform Ministry exam.	
To increase the average grade of students from 76.7% in 2023 to 79.0% on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam by 2027.	For 2024, the teachers in the French Second Language (Programme enrichi) will work together to ensure that the success rate of their students mirrors or surpasses the results of the school board. It is to be noted that, in June 2024, LBP students registered in that program will be the first ones to write the French Second Language (Programme enrichi) Uniform Ministry exam.	
To decrease the rate of secondary students'	To decrease the rate of secondary students' victimization, as	<ul style="list-style-type: none"> • Anti-bullying awareness campaign

<p>victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 22% in 2023 to 18% in 2027.</p>	<p>reported by the students, resulting from bullying on the OURSCHOOL Survey.</p>	<ul style="list-style-type: none"> • Guidance counsellor intervention • Special Education technician support and intervention
<p>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.</p>	<p>To increase the rate of secondary students feeling safe at school, as reported by the students, on the OURSCHOOL Survey.</p>	<ul style="list-style-type: none"> • Creation of Safe spaces (TLC, Zen Zone, GSA room, Student Cafe, Spiritual Animator's room) • Clubs and ECAs • Team building activities for students • Lunchtime games in the Plaza • Community Police officer collaboration
<p>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.</p>	<p>To decrease the rate of secondary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey.</p>	<ul style="list-style-type: none"> • Anxiety Awareness campaign • Student workshop on recognizing and reducing anxiety • Lunchtime yoga • After school kickboxing • Zen Zone support
<p>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.</p>	<p>To increase the rate of teachers' and classroom support staff's digital competence as reported by the Digital Competency Survey.</p>	