

**EDUCATIONAL PROJECT 2023-2027**  
**Laurier Macdonald 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 and Vice-Principal, three Teachers, our I.B. Coordinator, one Guidance Counsellor, and a Student Mentor.*

## GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

*All students from Secondary 1 to 5, and their parents/guardians, and all staff members.*

## SCHOOL PROFILE

*Laurier Macdonald High School opened its doors in 1968. Situated at the corner of Viau and Jean Talon in St. Leonard, the school houses 630 students from Secondary one to five. In the past, the largest group of students came from the St. Leonard area. However, over the last 5 years or so, the students represent a larger portion of the eastern part of Montreal, primarily St. Leonard, Riviere des Prairies, Anjou, Pointe-aux-Trembles, and Ahuntsic.*

*The student population reflects diverse ethnic and cultural communities, with a strong ancestral influence of European descent. Over 90% of the students are born in Quebec, with English being the mother tongue. The students come from varied socio-economic backgrounds; the majority falling within the affluent and middle class, with some pockets of poverty. The Indice de milieu socio-économique (IMSE) index rating is a 9, with 10 being the maximum. This index is derived by taking into account the level of education of the students' mothers as well as their rate of employment. It is important to note that our IMSE has increased significantly from a 7 to a 9 since the last Educational Plan in 2019.*

*In total, about 28% of our students have an Individualized Education Plan (IEP). The majority of these students who have a validated learning code with the Ministry of Education, have a variety of learning difficulties ranging from mild to moderate. All students receive support in learning, social and emotional challenges. In addition, some students are provided with a laptop for academic use throughout the year, both in school and at home. There are two three full-time special education resource teachers assigned to the school. There are also 3 full-time Behaviour Technicians who support students with mediation, intervention, and promotion of positive peer relationships. Moreover, there are 7 full-time Attendants that support students in organization and reinforcing positive study skills as well as supporting needs on an individual basis.*

*Laurier Macdonald High School offers three distinct programs of study: the International Baccalaureate (IB) Program, the Core (regular) Program, and the Support to Success Resource Program. Students enrolled in the regular Core Program follow the prescribed Quebec Education Program. These students also have the opportunity to enroll in enriched Math and Science courses. Students in the Support to Success Resource Program also follow the prescribed Quebec Education Program. However, they are enrolled in smaller classes to allow for additional support during core subjects (English, French and Math).*

*Students in the I.B Program follow an enriched program in English and French, and they study history in French. Additionally, IB students take Spanish at the Secondary 1, 2, & 3 levels. Students enrolled in the Regular Core program follow the prescribed Quebec Education Program. These students also have the opportunity to enroll in enriched Math and Science courses.*

*The IB program empowers students to consider a wide range of issues and ideas of significance locally, nationally, and globally. In the final year of the program, all students must complete a Personal Project*

*of their choosing which allows them to demonstrate the skills and knowledge acquired during the MYP in service to the community or personal development.*

*The school has a Community Learning Centre (CLC), supported by LEARN Quebec. The CLC allows the school to establish greater connection to the community by developing mutually beneficial partnerships with various community organizations. Through several community projects, such as students volunteering at the CSHLD, for example, our students have direct impact on their community. Through partnerships with organizations including (but not limited to) Reisa, SPVM and the YWCA, we are able to bring programs into the school which allow students to make meaningful connections with the curriculum. As part of the MYP, all students must complete Community and Service hours through volunteering with our various partners. Students in our Core and Resource programs can also participate in Community and Service opportunities.*

*The school staff is led by a Principal and a Vice-Principal. The teaching staff consists of twenty-nine subject teachers and three resource teachers. Additionally, the staff includes: an IB Coordinator; a CLC Coordinator; two Guidance Counsellors; a Project Development Office, who works on prevention projects in various contexts; a part-time Spiritual and Community Animator; a Lifeguard; three Behaviour Technicians; and 7 Attendants. The Centres Intégrés Universitaire de Santé et de Services Sociaux (CIUSSS) provides the services of a nurse (1 day per week) and a social worker (1 day per week). A school liaison police officer affiliated with our school, visits regularly to build positive relationships with students. We also have three secretaries, five caretakers, a librarian and three cafeteria workers. The school encourages open communication with parents to foster positive relationships between the home and school, for the benefit of the students. Relations between teachers, parents and students are typically supportive and collaborative. The members of the governing board are actively involved in school governance.*

*Laurier Macdonald High School features several areas dedicated to further the development of students. Each classroom is equipped with an interactive smartboard and laptop to assist teachers in integrating technologies. Additionally, there are five mobile class sets of laptops/chromebooks/iPads that are available to all classes (based on a reservation system). Staff continue to explore new methods of teaching with these tools. Our library has become not only a place for research and reading, but also a Learning Commons, where students can work independently and collaboratively. The Learning Commons includes a STEAM (Science, Technology, Engineering, Arts and Math) Room, dedicated to Makerspace activities, equipped with one 3D printer and a green screen.*

*In the Sports Complex, Laurier Macdonald students enjoy access to two gymnasiums, a fitness room, and a swimming pool. Our auditorium seats about 350 people and is a meeting space for cultural events and guest speakers.*

*Students participate in extra-curricular and intramural sports and social clubs such as the House Council, Gay-Straight Alliance (GSA), Girls Group/Boys Group, the LMActivists, and so many more. The majority of our teachers and staff help run the ECA programs in the school.*

*The school staff is dedicated to making our school safe and welcoming and to support our students in their academic journey. The staff works diligently to support the development of the whole child, academically, emotionally and socially. Our successes, struggles and strategies to improve are outlined in this document and will be monitored consistently.*

## MISSION AND VALUES

*Our school's mission is to that of an inclusive community committed to the achievement of student excellence within a dynamic global landscape. Personal and academic accomplishment is developed through creative thought, rigorous intellectual inquiry, the ideal of citizenship and deepening respect for oneself and others.*

## THE CONSULTATION

*We explained the Educational Plan in detail by contacting all families by email. This communication explained the purpose of the Educational Project, the consultation process, and the importance of stakeholder feedback. Families were invited to complete an online survey to share their thoughts on various topics related to students' success and well-being.*

*We followed the same process with all members of the school staff; however, the Educational Plan was explained to them in person, rather than in an email, during a staff meeting.*

*With students, the process was completed during their English classes. They also completed an online survey which was very detailed and lengthy.*

*Upon completion of all the stakeholder surveys, the school team met 4 times over the period of one month to adequately process the results. The following issues emerged as the most prevalent:*

*Bullying: Our survey results show that students, parents, and guardians are concerned about instances of bullying and the process of reporting it and overcoming it.*

*Dependence on Phones & Social Media: Our survey results also show that teachers, parents, and guardians are concerned about the students' excessive use of phones and social media in and out of school, and the concern that this is affecting them emotionally and academically.*

## ACADEMIC OBJECTIVES

### MATH

**Table 1: Laurier Macdonald 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)	76.2	67.5	79.6			69.3
Scientific Math (SN)	98.7	83.8	98.8			93.7
Science & Technology (ST)	63.8	56.1	74.5			88.3

*Source: Charlemagne, 2022*

#### **Interpretation:**

There are two paths to meeting the requirements for Mathematics for graduation purposes. These are Cultural Social & Technical (CST) and Science Option (SN), the SN being the enriched option.

In the CST course, there was a decrease from 76.2% in 2019 to 67.5% in 2022. After scrutinizing these factors, we also noticed a significant increase the following year seeing the CST success rate rebound to 79.6% in 2023, even exceeding the EMSB average. This rebound can be attributed to the fine tuning of assessment practices among the teachers in the department.

In the SN course, we also recorded a downward trend seeing results from 2019 (98.7%) decrease to 83.8 % in 2022. Upon further review, we were happy to report that SN Math followed the same upward trend as the CST course seeing results increase once again to 98.8% in 2023, which also exceeded those of the EMSB in 2023.

Finally, the ST course followed the same success curve as the others, having a dip from 63.8% in 2019 to 56.1% in 2022. Then evidently rebounding to 74.5% in 2023.

We believe the decrease in our 2022 results in all the aforementioned courses can be attributed at least in part to the reintroduction of ministry exams following the pandemic.

We hope to continue to build upon the upward trend evident in on our 2023 results. Objectives are outlined below.

#### **Objectives:**

**To increase the global success rate of Secondary 4 students on the Math CST course from 79.6 % in 2023 to 83% by 2027.**

**To maintain the global success rate of Secondary 4 students on the Math SN course at 90% or above through 2027.**

**To increase the average grade on the Math SN course from 87.1 % in 2023 to 90 % by 2027.**

**To increase the global success rate of Secondary 4 students on the Science & Technology course from 74.5% in 2023 to 77% by 2027.**

## HISTORY

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: Laurier Macdonald High School Global Success Rates on Secondary 4 History of Quebec and Canada & Histoire du Québec et Canada (%)**

	Laurier Macdonald High School			EMSB		
	2019 *	2022 *	2023	2019*	2022*	2023
History of Quebec & Canada	-	-	77.8	-	-	78.0
Histoire du Québec et Canada	-	-	78.6	-	-	93.9

Source: Charlemagne, 2022

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

### **Interpretation:**

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. Recent changes to the program have also challenged teachers to adjust their approach to address all facets of the course.

The success rate was 77.8% in 2023 as previous years saw the imposition of a complementary exam. We continue to reinforce the importance of passing the ministerial final examination as it will return in subsequent years.

It is also important to mention that for *History of Quebec and Canada* (77.8%) our results are in line with those of the board (78%).

For both the History and Histoire courses, we are seeing that students are struggling more and more with the language components found in the examination process. Teachers at the junior levels have noted that students are beginning secondary 1 with some increased difficulty in reading comprehension skills, as well as critical thinking and analysis skills.

In addition to aligning goals within the History department, we will also be looking to our ELA and FSL courses to address certain skills at the junior level. Increased development of these skills pays dividends

when the students are faced with more challenging material. Moreover, the History courses have changed a great deal in the last ten years and introducing the students to Part B and C questions earlier on in their academic careers can aid them in overcoming challenges at the Secondary 4 level.

In both courses, we will be focusing on increasing our success rate. Objectives are outlined below.

**Objectives:**

**To increase the global success rate of Secondary 4 students on the History of Quebec and Canada course from 77.8% in 2023 to 82% by 2027.**

**To increase the global success rate of Secondary 4 students in Histoire du Québec et du Canada course from 78.6% in 2023 to 83% by 2027.**

## ENGLISH

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

YEAR	Laurier Macdonald High School		EMSB	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	91.9	71.5	96.3	75.4
2022	97.6	79.5	96.2	78.3
2023	98.6	78.2	97.2	77.5

Source: Charlemagne, 2022

### **Interpretation:**

The secondary 5 MEES examination in English Language Arts is a requirement for graduation. The data shows that the overall success rate in 2019 was 91.9%, lagging behind the success rate of the board (96.3%). It is also important to note the average grade follows the same trend (71.5%) versus (75.4%)

In 2022, we saw an increase in both categories exceeding the numbers posted by the EMSB. These numbers were 97.6% (success rate for LMAC) and 79.5% (avg. grade) when compared to the 96.2% (EMSB) and 78.3% respectively.

We continued this trend into 2023 increasing our success rate to 98.6% while seeing a slight dip in our avg. grade to 78.2%. Finally, both results surpassed the data provided to us by the EMSB 97.2% (success rate) and 77.5% (avg. grade).

We believe our upward trend can be attributed to refining the approach in these classes to more innovative and interesting content, as well as an increasing alignment between evaluations at different grade levels. ELA teachers are also focusing heavily on reading comprehension and analysis skills to ensure our upward trend, and to help alleviate some of the related challenges in other subjects as well.

Objectives are outlined below.

### **Objective:**

**To maintain the global success rate in the on the Secondary 5 English Language Arts uniform exam in the range of 98% and above through 2027.**

**To increase the average grade on the English Language Arts uniform exam from 78.2 % in 2023 to 82% in 2027.**



## **FRENCH**

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

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

YEAR	Laurier Macdonald High School		EMSB	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	93.2	80	93.4	84.7
2022	76.8	71.7	86.3	80.9
2023	76.9	72.9	86.3	79.8

Source: Charlemagne, 2022

### **Interpretation:**

Secondary 5 French Second Language (programme de base) is one of the requirements for graduation. As a school and department, we have chosen to prioritize the development of better reading comprehension skills.

In 2019, our success rate was relatively high (93.2%). Our avg. grade (80%) did lag behind the EMSB average of 84.7%. In 2022, we saw a decrease in both our success rate (76.8%) and average grade (71.7%).

Finally, in 2023 we saw a slight increase of our avg. grade (72.9%). However, both criteria still leave room for improvement when compared to the Board's data.

We plan to focus more heavily on developing the students' ability to comprehend texts, assignments, and projects. Objectives are outlined below:

### **Objectives:**

**To increase the success rate from 76.9% in 2023 to 80% on the Secondary 5 French Second Language (Programme de base) Reading Component June exam by 2027.**

**To increase the average grade of students from 72.9% in 2023 to 75% on the Secondary 5 French Second Language (Programme de base) Reading Component June exam by 2027.**

**Table 5: Laurier Macdonald High School Global Success Rate and Average Grades on French Second Language (Programme enrichi) Uniform Exam Reading Component (%)**

YEAR	Laurier Macdonald High School		EMSB	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	87.1	72.2	84.5	72.9
2022	91	78.9	94.7	80.5
2023	95.2	79.4	96.8	80.9

Source: Charlemagne, 2022

**Interpretation:**

At our school we also offer a *French Enrichi Program*. In 2019, we witnessed a great success with multiple highpoints and a success rate of 87.1% when compared to the board's 84.5%. The difference between the average grade was negligible.

In 2022, we continued with our progress and saw an increase of our success rate to 91% falling slightly short of the board average (94.7%). We also recorded a slight difference in the average grade (78.9%) versus the EMSB average grade of 80.5%.

Finally, in 2023 our success rate increased again to 95.2% putting us on par with the EMSB average of 96.8%. We also witnessed a comparative result with our average grade (79.4%) versus a Board average of 80.9%

In this course, we would like to focus on continuing an increase in both the success rate as well as the average grade. Objectives are outlined below:

**Objectives:**

**To maintain a success rate of 90% or above on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam through 2027.**

**To increase the average grade of students from 79.4% in 2023 to 83% on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam by 2027.**

**ADDITIONAL ACADEMIC GOALS:**

As a school, we are looking to analyze and monitor our Secondary 2 ELA results using the end of year examinations. This will allow us to better identify the academic issues our students are facing and address them earlier, to avoid them affecting students' results at the secondary 4 level.

In 2023, our global success rate on the ELA final exam was 92.3% and the average grade was 73.1% Both results fall below the EMSB results of 95.5% and 76.7% respectively. We will look to increase both the success rate and the average grade for ELA 2 to 95% and 75% respectively. Moreover, the department will look to focus more explicitly on the analysis of different types of reading comprehension content in order to help improve the skills that students need to transfer to courses like History and Science.

## 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 6: Laurier Macdonald High School Student Perceptions of Selected School Climate Factors (%)**

Factor	Laurier Macdonald High School			EMSB		Canadian Norm
	2018	2019	2022	2019	2022	2022
Bullying and Victimization	16	-	29	18	22	21
School Safety	23.9	-	54	56	47	56
Anxiety	23	-	29	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:

For the first time this year, we did not give the students an adequate explanation of the survey and the terms used within the survey before having them complete it. In the past, during this pre-explanation, we were able to clarify the terms, specifically bullying versus rudeness, anxiety versus nervousness, etc. The answers to the survey questions, lead us to believe that there may have been some misunderstandings that could have led to an overestimation of the prevalence of bullying and anxiety within our school. We intend to better explain this moving forward and re-survey the students in some way (same or similar survey) to examine the results.

**ADDITIONAL GOAL:**

**We would like to work on the apparent dependence students are facing when it comes to phones and/or social media use. We believe this issue is negatively affecting students' self-esteem, as well as exposing them to more inappropriate social behaviour. This in turn, seems to be increasing their levels of anxiety both socially and academically. The exposure to inappropriate behaviours also desensitizes them to the lack of proper social etiquette often synonymous with social media platforms and chats.**

**We are looking for solutions to help enforce the no phone policy that the ministry recently announced. By updating our policy and by strengthening how we approach this rule, we plan to diminish the use of phones in school, with the intention to increase positive social skills and student well-being.**

## **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. This year, we had close to 10 staff members who attended at least one PD session having to do at least partially with digital competency. Of that number, we currently have about half that have already begun to implement some of their findings into their lessons. This year, we also began a Media Club during which students use cross-curricular competencies to develop storylines and content for our school.*

## 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 maintain the rate of students obtaining their first diploma or first qualification during their high school years at our school in keeping with the Board rate of 92% or above through 2027.	Placing at-risk secondary 4 & 5 students on an academic tracker that monitors in class progress and attendance in recuperation sessions.
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 79.6 % in 2023 to 83% by 2027.	Homework club exclusive to students at-risk of failing the course.  Allowing at-risk students to attend recuperation sessions with their teachers AND other teachers within the department to expose them to varied teaching styles.
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 74.5% in 2023 to 77% by 2027.	Homework club exclusive to students at-risk of failing the course.  Allowing at-risk students to attend recuperation sessions with their teachers AND other teachers within the department to expose them to varied teaching styles.
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 77.8% in 2023 to 82% by 2027.	Homework club exclusive to students at-risk of failing the course.
To maintain the global success rate of Secondary 4 students in Histoire du Québec et du Canada course above 90% through 2027.	To increase the global success rate of Secondary 4 students in Histoire du Québec et du Canada course from 78.6% in 2023 to 83% by 2027.	Allowing at-risk students to attend recuperation sessions with their teachers AND other teachers within the department to expose them to varied teaching styles.
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 in the range of 95% and above through 2027.	
To increase the average grade on the Secondary 5 English Language Arts uniform exam	To increase the average grade on the English Language Arts uniform exam from 78.2 % in 2023 to 82% in 2027.	

from 76.8% in 2023 to 78.0% in 2027.		
To maintain a success rate of 90% or above on the Secondary 5 French Second Language (Programme de base) Reading Component June exam through 2027.	To increase the success rate from 76.9% in 2023 to 80% on the Secondary 5 French Second Language (Programme de base) Reading Component June exam by 2027.	Homework club exclusive to students at-risk of failing the course.  Allowing at-risk students to attend recuperation sessions with their teachers AND other teachers within the department to expose them to varied teaching styles.
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 72.9% in 2023 to 75% on the Secondary 5 French Second Language (Programme de base) Reading Component June exam by 2027.	
To maintain a success rate of 90% or above on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam through 2027.	To maintain a success rate of 90% or above on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam through 2027.	
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.	To increase the average grade of students from 79.4% in 2023 to 83% on the Secondary 5 French Second Language (Programme enrichi) 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 the rate of students' victimization resulting from bullying, as reported by the students on the OURSCHOOL Survey from 29% in 2023 to 25% in 2027.	More targeted student workshops on bullying, with a specific focus on decreasing the stigma of "snitching".
To increase the rate of secondary students feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 47% in 2023 to 65% in 2027.	To increase the rate of students feeling safe at school, as reported by the students on the OURSCHOOL Survey from 54% in 2023 to 60% 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 students' moderate to high perceptions of anxiety, as reported by the students on the OURSCHOOL Survey from 29% in 2023 to 25% in 2027.	More targeted student workshops on study skills and organizing in order to help decrease academic stress.  More targeted workshops on coping mechanisms for other stressors that affect student anxiety levels.
To increase the rate of teachers' and classroom support staff's	To increase the rate of teachers' attending PD related to digital	

digital competence as reported by the Digital Competency Survey by 5% from 2023 to 2027.	competency and using the learned skills in the classroom from 10% in 2023 to 15% in 2027.	
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