



Commission scolaire English-Montréal
English Montreal School Board



EDUCATIONAL PROJECT

FACE HIGH SCHOOL

2019-2022

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The Educational Project

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

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

The Legal Framework

Article 36 of the Education Act states, “In keeping with the principle of equality of opportunity, the mission of a school is to impart knowledge to students, foster their social development and give them qualifications, while enabling them to undertake and achieve success in a course of study.

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

The law describes:

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

Groups that Collaborated in the Development of the Project

- The school team, composed of a few staff members, led by the vice-principal

Groups Consulted in the Development of the Project

- The school's parent community
- Students through surveys
- EMSB staff, including, teachers, professionals and support staff

School Profile

FACE is a unique, one-of-a-kind school in Quebec. Founded in 1975 by Phillip Baugniet, the school has grown, evolving and developing a unique educational model through arts education that is rich, open-minded and well-rounded. Located for more than 30 years in the old Montreal High School facility, a historic building possessed of an old-world charm in the heart of the City, the school welcomes students to elementary and secondary classes. For each grade level, there is one class in English that has approximately 30 students.

FACE is affiliated to the CSDM (Commission Scolaire de Montréal) in partnership with the EMSB (English Montreal School Board), allowing both French and English speaking students the opportunity to study with an arts-based focus.

At the moment, the student population is 1264. This number can be broken down as follows:

- Elementary, Francophone: 546
- Secondary, Francophone: 427
- Elementary, Anglophone: 164
- Secondary, Anglophone: 127

The students from the French sector (CSDM) receive their instruction in French. Those who are from EMSB receive a bilingual education at the elementary level and are streamed into an English core program in High School. Approximately 15% of the students in elementary have an IEP, four of which are coded and 13% in high school, including six coded students. These numbers do not include our newly arrived students nor our English Second Language (ESL) students. The challenges we face in the instruction of our curriculum include the differentiation required when teaching students with special needs and learning disabilities, as well as our ESL population. The acquisition of language, especially with our ESL population, varies from cycle to cycle.

In addition to this, there are many occasions for students to interact with each other within the instrumental and vocal music programs as the French and English sectors are merged within these classes. The students from both sectors work together in creating original productions, concerts, and extracurricular activities. They also attend outings, concerts and performances together, regardless of their language of instruction. As they share a common school schedule, both sectors are integrated during recess and lunch as well.

From Kindergarten to Grade 11, the Fine Arts Program allows students to adapt to 4 artistic disciplines: visual arts, theatre/drama, vocal and instrumental music and dance. Those more gifted or motivated are able to showcase their talents in complementary activities such as the Jazz Bands, the Symphony Orchestra, Ensemble Con Brio, Midi-Jazz, Midi-Pop, Boys' Choir, plays et cetera. The aim of the program is not to train professional artists but rather to assist students in their development and help them thrive, so as to better succeed in their education.

The school is situated in an urban area, located in the downtown area. As a school that has a 240 status, students are welcome to apply from all over the city. There is no bus transportation.

The school staff is comprised of one CSDM principal, three CSDM vice principals and one EMSB vice principal. On the EMSB side, there are thirty teachers, two special education technicians, one for each level, a guidance counselor and one secretary. There is one full-time resource teacher in elementary and one at the high school level to meet the needs of our students. In addition to the attendants and special education technicians, the Complementary service team from the Board includes a psychologist, a spiritual and community animator, a psycho-educator and a speech and language pathologist. They each come to school one day a week. The school staff is dedicated and works diligently to support the whole child. The staff is supportive of each other and in developing a strong school climate where students can feel like they are part of a caring community.

Parental involvement is seen as important. Relations between teachers, parents and students are generally supportive and collaborative. The members of the governing board are actively involved in working to support school improvement. The Parent Participation Organization (PPO) meets regularly and is very implicated in school life. Some parents are very involved (as in, they volunteer daily, attend meetings regularly and support school wide events). We continue to develop new events to encourage parents who are less involved in school life to participate in their child's education in a positive manner. The population of the students in the school is quite varied in socio-economic status, behaviour and academic needs. About 20% of students in the school receive additional support for learning, social or emotional challenges. The staff has a good overall understanding of how to support the growth of the whole child, and this is further supported by quiet classroom corners, yearly school themes that focus on helping the children to actualize their potential as well as provide inspiration. Moreover, students have access to a full-time Oasis room, to seek support in the event of conflicts.

The school holds regular activities for the families of students: many musical concerts throughout the year as well as plays, many of which are put together by students. FACE students love playing sports. There are intramural and intermural sporting events offered by the physical education teachers. Many of our high school students participate in team sports with the GMAA. The school has a wide variety of low-cost or free clubs and activities at lunchtime. Many of our students attend these events.

The OURSCHOOL Survey is administered once a year and provides feedback to administration about student perceptions of their daily lives. Within the last year, we have learned that our rate of perceived victimization (bullying) has increased among all students. While still students report that they feel safe at school and a sense of belonging to the FACE community, we have noticed that anxiety is on the rise with our students, particularly our girls.

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

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

- The graduation rate for secondary 5 students has remained around 93%.

- Student results in the French Reading Component have remained stable at about 89%, while the Writing Component is usually around 100%.
- In the areas of English reading and writing, the results of students have also remained unchanged at 100% success rate.
- The graduation rate of students with special needs for secondary 5 students remains relatively stable with one student not graduating.
- The results of the **OurSCHOOL** (formerly known as **Tell Them From Me**) surveys of student attitudes concerning victimization resulting from moderate to severe bullying, and concerning feeling safe at school have been relatively unchanged. However, we have noticed an increase in the anxiety level of students.

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

Our Mission and Values

We believe that all students should:

1. Benefit from an environment that encourages them to reach their academic, social and physical potential and well-being.
2. Use the Fine Arts as a means to foster student success.
3. Engage in opportunities to show responsibility, self-discipline and respect for peers and staff, their school building and community.
4. Promote a school culture that embraces diversity, inclusion and understanding of civic responsibility.
5. Be provided with a curriculum with enrichment opportunities especially in the Fine Arts.
6. Develop the ability to be bilingual
7. Develop the ability to use technology effectively.
8. Participate in compulsory extra-curricular programs that include the Fine Arts, athletic, environmental and community service programs in order to promote personal growth, social development and school spirit.
9. Develop a strong sense of family within the school that can positively impact the community.

The Consultation

The consultation of the FACE community happened on several occasions. Last school year, parents, staff and students were sent out a survey to complete, which discussed needs of the school. After identifying specific areas of improvement, parents were invited back to share their biggest concerns. During this round table group discussion session with parents and a few students, parents were able to list areas they would like the school to place their greatest focus on. Parents, students and staff shared concerns similar to the concerns and challenges that emerged from the EMSB commitment-to-success plan.

Although, most of the concerns brought to the forefront during the consultations matched the concerns raised in the EMSB commitment-to-success plan, two specific areas of concern emerged, which are the student well-being and motivation and engagement of the student. One of the common themes that emerged is that everyone would like to see continuous academic improvement for all students. Our community is also committed to the well-being of the students and will seek ways to improve their social emotional well-being at school.

Given that FACE is in a unique situation where the school functions with two school boards, we will, until the end of the year and next year, continue to build on increasing engagement and motivation as these will have a direct impact on student success and therefore academics. As well, student well-being will also be another orientation we will build on to ensure that students feel safer.

Alignment to the EMSB's Commitment-to-Success Plan

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

EMSB Orientations, Objectives and School Objectives

Orientation: Improved Academic Success

EMSB OBJECTIVE

Graduation and qualification

To increase the percentage of students under the age of 20 who obtain a first diploma (SSD or DVS) or qualification after 7 years from 88.6% in 2015 to 91.0% by 2022

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

Table 1: Graduation Rate of Secondary 5 Students Registered on September 30th

Year	Graduation Rate (%)
2015	93.5%
2016	92.6%
2017	90.3%
2018	93.3%

Source: LUMIX 2018

Table 1 shows that the graduation rate for secondary 5 students registered on September 30th has been relatively stable at about 92%. This represents one or two students who were not successful. The baseline will be calculated by taking an average of the last four years. The baseline is 92.4%.

School Objective 1: To maintain the graduation rate of secondary 5 students registered on September 30th who obtain their first diploma (SSD) at or above 93% through 2022.

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

Table 3: Global Success Rates in Secondary 4 Mathematics, Science and Technology, History of Quebec and Canada* and for FACE School and EMSB (%)

	FACE School Success Rates					English Montreal School Board Success Rates			
	2015	2016	2017	2018		2015	2016	2017	2018
Mathematics	62.5	90.0	100	63.6		50.8	68.1	63.3	67.8
Science & Technology	82.8	93.5	92.9	96.4		77.0	79.3	87.2	85.5
History of Quebec & Canada*	86.2	96.6	93.1	85.7		65.5	77.8	74.6	78.0

Source: Charlemagne, 2018 and DBMS 2018

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

Mathematics Secondary 4 Cultural, Social & Technical Mathematics

EMSB Objective:

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

Table 4: Global Success Ratio in Secondary 4 Mathematics CS&T (% Equivalent)

Year	FACE School Success Ratio				EMSB Success Rates			
	2015	2016	2017	2018	2015	2016	2017	2018
Mathematics	(5/8) 62.5	(8/9) 90.0	(11/11) 100	(8/11) 63.6	50.8	68.1	63.3	67.8

Source: Charlemagne, 2018

Mathematics CS & T is a compulsory course for graduation. The success in this course has a direct impact on the graduation rate. In reviewing our success rates for the past four years, we see that our students outperformed students in our school board in 2016 and 2017. Table 3 also shows, the success rate decreased from 100% in 2017 to 63.6% in 2018. While the decrease in percentage is significant, it should be noted that when the cohort is small, a small change in numbers produces a large fluctuation in percent. In 2018, two students did not write the exam, and three were not successful.

It should also be noted that the majority of the secondary 4 students are enrolled in the Mathematics Science Option, an enriched Math course.

We have chosen to focus on increasing our success rate in Math CS&T. In determining our baseline, the school has chosen to average out the success rates for the last four years. The baseline is 78.9%.

School Objective 1.3: To increase the June global success rate of students in secondary 4 Mathematics CS&T from a baseline of 78.9% in 2019 to 90.0% by 2022.

Science and Technology Secondary 4

EMSB Objective:

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

Table 5: Global Success Rates in Secondary 4 Science & Technology (%)

Year	FACE School Success Rates					English Montreal School Board Success Rates			
	2015	2016	2017	2018		2015	2016	2017	2018
Science & Technology	82.8	93.5	92.9	96.4		77.0	79.3	87.2	85.5

Source: Charlemagne, 2018

Secondary 4 Science and Technology is a compulsory course for graduation. The success in this course has a direct impact on the graduation rate. The success rate increased from 82.8% in 2015 to 93.5% in 2016. Since 2016, the success rate has averaged in the mid-90s range.

In determining our baseline, the school has chosen to average out the success rates for the last four years. The baseline is 91.4%.

School Objective 1.4: To maintain the June global success rate of students in secondary 4 Science and Technology at or above 92% through 2022.

History, Secondary 4

EMSB Objective:

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

Table 6: Global Success Rates in Secondary 4 History of Quebec and Canada*(%)

Year	FACE Success Rates				EMSB Success Rates			
	2015	2016	2017	2018	2015	2016	2017	2018
History of Quebec and Canada	86.2	96.6	93.1	85.7	65.5	77.8	74.6	78.0

Source: Charlemagne, 2018, LUMIX 2018

** The results in Table 6 are for the course that, until 2017, has been called History & Citizenship. Henceforth, the course will be known as History of Quebec and Canada.*

Secondary 4 History of Quebec and Canada is a compulsory course for graduation. The success in this course has a direct impact on the graduation rate. Table 6 shows the success rate increased from 86.2% in 2015 to 96.6% in 2016. Since 2016, there has been a downward trend to 85.7% in 2018.

There is room for improvement, therefore we have chosen to focus on increasing the success rate. In determining our baseline, the school has chosen to average out the success rates for the last four years. The baseline for History is 90.4%.

School Objective 1.5: To increase the June global success rate of students in secondary 4 History from the baseline of 90.4% in 2019 to 95.0% by 2022.

Orientation: Equity among Various Groups

EMSB OBJECTIVE

Equity

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

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

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

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

The school's educational project will only address the gap between males and females in success rates because these numbers are comparable.

Table 7: Graduation Success rates of males and females Registered on September 30th and the gap between them (%)

FACE High School		2016	2017	2018
	TOTAL	92.6	90.3	93.3
	Males	85.7 (6/7)	85.0 (17/20)	100 (10/10)
	Females	95.0 (19/20)	100 (11/11)	90.0 (18/20)
	Gap (males vs. females)	9.3	15	10
EMSB	TOTAL	86.9	86.1	84.4
	Males	82.8	84.7	82.5
	Females	91.0	87.8	86.4
	Gap (males vs. females)	8.2	3.1	3.9

Source: LUMIX, 2018

Table 7 shows that the overall graduation rate of FACE remains unchanged, whereas the Board rate decreased by 2.5%. There was an increase in the success rate of male students at FACE from 85.7% in 2016 to 100% in 2018. The success rate of female students decreased from 95.0% in 2016 to 90.0% in 2018. Given the small number of the cohort, a small change in numbers produces a large fluctuation in percent. In fact, there was only one less female student successful in 2018 than in 2016. The gap in this particular situation is somewhat misleading.

If one compares the number of male students and the number of female students that are not successful, the data shows that generally there are one or two students who are not successful from either group.

School Objective 2: To maintain the gap in success rates between the males and females at a rate of about 5% through 2022.

Orientation: Mastery of Languages

EMSB OBJECTIVE

Language Proficiency

English Language Arts

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

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

Français langue seconde, programme de base et enrichi

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

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

English Language Arts, Secondary 5

Table 8: EMSB Global Success Rates and Global Average Mark in Secondary 5 English Language Arts June in the June MEES Examination (%)

Year	FACE Global Success Rate	FACE Global Average Mark	EMSB Global Success Rate	EMSB Global Average Mark
2015	100	77.8	95.3	72.4
2016	100	77.0	96.5	73.6
2017	100	75.4	96.8	74.2
2018	100	76.8	95.1	74.8

Source: Charlemagne, 2018

The secondary 5 MEES examination in English Language Arts is a requirement for graduation. The data in Table 8 shows that success rate has been 100% for the last four years. Table 8 also shows that the school's average mark has remained relatively stable at about 77%. This is slightly higher than that of the Board.

Given that the success rate has been maximized, the school will maintain a success rate at or above 97%. The school will look increase the average mark from a baseline of 76.8%.

School Objective 4: To maintain the global success rate in secondary 5 English Language Arts June MEES examination at or above 97% by 2022.

School Objective 4.1: To increase the average mark of secondary 5 students in English Language Arts June MEES examination from a baseline 76.8% in 2019 to 78.0% by 2022.

Français langue seconde (Secondary 5)

Table 9: FACE Success Rate in Secondary 5 Français langue seconde (FLS) (de base) in Reading Component of the June* MEES Examination (%)

Year	FACE Success Rate in FLS (de base) Reading Component	EMSB Success Rate in FLS (de base) Reading Component
2015	89.3	83.0
2016	89.3	83.2
2017	96.8	90.4
2018	100	83.2

Source: Charlemagne, 2018

**The numbers indicate the global success rate of the reading component.*

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

Table 9 shows the success rate has increased over the years from 89.3% in 2016 to 100% in 2018. For the past four years, the success rate of our students has been above the success rate of students in our school board.

In determining our baseline, the school has chosen to average out the success rates for the last four years. The baseline for FSL programme de base is 93.9%. The school will maintain this success rate.

School Objective 4.2: To maintain the success rate of students in secondary 5 FSL programme de base on the June MEES Examination Reading Component at or above 95% through 2022.

Orientation: Well-being of the School Community

EMSB OBJECTIVE

A welcoming, safe, and caring living environment:

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

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

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

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

Students Perception of Bullying, Perception of School Safety and Sense of Anxiety

Table 10: EMSB Secondary Student's Perception of Bullying, Perception of School Safety and Sense of Anxiety (%)

Year	FACE Bullying*	EMSB Bullying	FACE Safety**	EMSB School Safety	FACE Anxiety***	EMSB Anxiety
2016-2017	13	16	60	59	34	22
2017-2018	23	17	50	58	32	24

Source: OurSchool Survey (The Learning Bar)

* Students who are subjected to physical, social, or verbal bullying or are bullied over the internet

** Students who feel safe at school as well as going to and from school

*** Students with moderate or high level of anxiety

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

Table 10 shows the percentage of students who perceive victimization by bullying for the past two years. The perception of bullying increased from 13% in 2017 to 23% in 2018. A further analysis of the data shows that the bullying tends to occur most frequently between classes, after school and outside on school property. One of the reasons cited by the students as a cause of bullying is high marks or low marks. The students also cite that they feel comfortable talking to staff members about incidents that occur.

Table 10 also shows students' perception of feeling safe at school, as well as going to and from school for the past two years. This perception has decreased from 60% in 2017 to 50% in 2018. It is worth noting that over 20% of students indicated a neutral position that neither agreed nor disagreed that they felt safe. This has a negative implication in the rating of the school safety.

Table 10 also shows that students' perception of anxiety is high, at about 33%. This is significantly higher than that of the Board. One of the possible reasons for this high anxiety is that the school is a performing fine arts school, which may add additional stress to its students.

School Objective 5.0: To decrease the rate of our secondary students who report victimization resulting from bullying on the OURSCHOOL Survey from a baseline of 18% in 2019 to 13% by 2022.

School Objective 5.1: To increase the rate of secondary students who report feeling safe attending school on the OURSCHOOL Survey from 55% in 2019 to 65% by 2022.

School Objective 5.2: To decrease the rate of moderate to high level anxiety as reported by secondary school students on the OURSCHOOL Survey from 33% in 2019 to 25% by 2022.

Implementation and Monitoring of the Project

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

Signatory Parties

ON BEHALF OF THE SCHOOL

GOVERNING BOARD CHAIRPERSON

PRINCIPAL

ON BEHALF OF THE SCHOOL BOARD

DIRECTOR GENERAL

GOVERNING BOARD RESOLUTION

FACE HIGH SCHOOL

EDUCATIONAL PROJECT 2019-2022

WHEREAS The Education Act requires that the school develops an educational project;

WHEREAS The Educational Project was developed with the participation of the various stakeholders involved in the school, including: the governing board, parents, school staff, students, community and school board representatives;

WHEREAS The Educational Project is coherent with the School Board's Commitment-to-Success Plan;

WHEREAS the period covered by the Educational Project is harmonized with the Commitment-to-Success Plan period covered by the School Board;

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

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

IT WAS FURTHER MOVED BY _____ AND RESOLVED THAT upon adoption of the Educational Project by School Board, the Educational Project will be made public and communicated to the parents and school staff.

Signature, Governing Board Chairperson / Date

Signature, Principal / Date

Appendix 1 Strategies for Implementation of School Objectives

Graduation and qualification: <p>Objective 1: To increase the graduation rate of secondary 5 students registered on September 30th who obtain their first diploma (SSD) from a baseline of 93.5% in 2015 to 95% by 2022.</p> <p>Objective 1.1: To increase the qualification ratio (percent equivalent) of students in their qualifying year who obtain their first qualification (semi-skilled training certificate) NA</p>		
Indicator	Target	Strategies
The graduation rate of secondary 5 students registered on September 30th who obtain their first diploma (SSD)	To increase the graduation rate of secondary 5 students registered on September 30th who obtain their first diploma (SSD) from a baseline of 93.5% in 2019 to 95% by 2022.	<ul style="list-style-type: none"> <i>The school administration will ensure that all Secondary 5 students will have the required number of credits (54) necessary for graduation, including: Secondary 4 Mathematics, Secondary 4 Science & Technology, Secondary 4 History of Quebec & Canada, Secondary 4 Art Education, Secondary 5 English Language Arts & Secondary 5 French Second Language credits (base/enrichi), Secondary 5 Physical Education or Secondary 5 ERC</i>
The qualification ratio (percent equivalent) of students in their qualifying year who obtain their first qualification (semi-skilled training certificate)	NA	
Indicator	Target	Strategies
SEC 4 MATH CS&T The June global success rate of students in secondary 4 Mathematics CS&T	To increase the June global success rate of students in secondary 4 Mathematics CS&T from a baseline of 78.9% in 2019 to 90.0% by 2022.	<ul style="list-style-type: none"> <i>Teachers will meet with the math Consultant to review the results of the exam. They will use the DBMS Item Analysis to identify particular areas of weakness in order to improve practices.</i> <i>The school will administer a common board-wide mid-year exam in January. The administration will review the results</i>

		<p><i>with the math teachers. Teachers will examine the results and determine the students at-risk. Students at risk will be provided appropriate remediation.</i></p> <ul style="list-style-type: none"> <i>The administration will review the results with the math teachers.</i> <i>Students at-risk will be provided additional remediation.</i>
SEC 4 SCIENCE & TECHNOLOGY The June global success rate of students in secondary 4 Science and Technology.	To increase the June global success rate of students in secondary 4 Science and Technology from a baseline of 87.3% in 2019 to 95.0% by 2022.	<ul style="list-style-type: none"> <i>Teachers will continue to meet with the consultant to improve instruction.</i> <i>They will also administer a mid-year exam and evaluate areas of weakness.</i> <i>Students will continue to be encouraged to use additional online resources to supplement the curriculum.</i>
Indicator	Target	Strategies
SEC 4 HISTORY OF QUEBEC & CANADA The June global success rate of students in secondary 4 History & Citizenship (History of Quebec and Canada*)	To increase the June global success rate of students in secondary 4 History & Citizenship (History of Quebec and Canada*) from a baseline of 74.6% in 2017 to 78.0% by 2022.	<ul style="list-style-type: none"> <i>Teachers will continue to meet with the consultant to improve instruction.</i> <i>They will also administer a mid-year exam and evaluate areas of weakness.</i> <i>Teachers will make weekly after-school tutorials mandatory for students who had a term mark under a certain percentage (70%).</i> <i>Hiring an external company to better prepare the students is also another option the teachers would like to explore.</i>
SEC 4 HISTOIRE DU QUÉBEC ET DU CANADA The global success rate of students in secondary 4 Histoire du Québec et du Canada*	To maintain a global success rate of students in secondary 4 Histoire du Québec et du Canada* NA	
Equity: Objective 2: To reduce the gap in success rates between the males and females from a baseline of 8.8% in 2019 to 6.0% by 2022.		
Indicator	Target	Strategies

The gap in success rates between the males and females	To reduce the gap in success rates between the males and females from a baseline of 11.3% in 2019 to 6.0% by 2022.	<ul style="list-style-type: none"> • <i>Teachers will explore using more hands-on activities that encourage team work.</i> • <i>Provided that international students are accepted at FACE, teachers would like to begin properly assessing them and to continue to hire tutors to support them in classes.</i> • <i>Continue to assess earlier students at-risk and continue to support them.</i>
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Language Proficiency:

Objective 4: To increase the global success rate in secondary 5 English Language Arts June MEES examination from a baseline of 92.8% in 2019 to 94.0% by 2022.

Objective 4.1: To increase the average mark of secondary 5 students in English Language Arts June MEES examination from a baseline of 69.7% in 2019 to 71.7% by 2022.

Objective 4.2: To increase the success rate of students in secondary 5 FSL programme de base on the June MEES Examination Reading Component from a baseline of 65.0% in 2019 to 73.0% by 2022.

Objective 4.3: To increase the success rate of students in secondary 5 FSL programme enrichi on the June MEES Examination Reading Component from a baseline of 83.4% in 2019 to 90.0% by 2022.

Indicator	Target	Strategies
The global success rate in secondary 5 English Language Arts June MEES examination	To maintain the global success rate in secondary 5 English Language Arts June MEES examination of 100%	<ul style="list-style-type: none"> • <i>Use funds to support International and out-of-province students, etc.</i> • <i>Teachers would like to structure a second language tutor to teach the basics, above the content they are already learning.</i> • <i>Teachers will continue to offer additional support, such as tutorials and homework program for students at-risk.</i>
The average mark of secondary 5 students in	To increase the average mark of secondary 5 students in English	<ul style="list-style-type: none"> • <i>Use funds to support International and out-of-province students, etc.</i> • <i>Teachers would like to structure a second language tutor to teach the basics, above the content they are already learning.</i>

English Language Arts June MEES examination	Language Arts June MEES examination from a baseline of 76.8% in 2019 to 80% by 2022.	<ul style="list-style-type: none"> • <i>Teachers will continue to offer additional support, such as tutorials and homework program for students at-risk.</i> • <i>Teachers will prioritize on effective verbal strategies, such as debates, public speaking, and analysis of literature elements, codes and conventions.</i>
The success rate of students in secondary 5 FSL programme de base on the June MEES Examination Reading Component	To increase the success rate of students in secondary 5 FSL programme de base on the June MEES Examination Reading Component from a baseline of 93.% in 2019 to 100% by 2022.	<ul style="list-style-type: none"> • <i>Strategies could include beginning remedial work early in French to support students with difficulties.</i> • <i>Offer extra-curricular activities in French, outside the class. Collaboration among other classes and cross-curricular competencies as well as teachers from the CSDM.</i> • <i>Equip parents with tools to help their child in the language and providing this information through a workshop.</i>
The success rate of students in secondary 5 FSL programme enrichi on the June MEES Examination Reading Component	NA	

The Living Environment:

Objective 5.0: To decrease the rate of our secondary students who report victimization resulting from a baseline of bullying on the OURSCHOOL Survey from 21% in 2019 to 19% by 2022.

Objective 5.1: To increase the rate of secondary students who report feeling safe attending school on the OURSCHOOL Survey from a baseline of 56% in 2017 to 60% by 2022.

Objective 5.2: To decrease the rate of moderate to high level anxiety as reported by secondary school students on the OURSCHOOL Survey from a baseline of 24% in 2017 to 22% by 2022.

Indicator	Target	Strategies
The rate of our secondary students who report victimization resulting from bullying on the OURSCHOOL Survey	To decrease the rate of our secondary students who report victimization resulting from bullying on the OURSCHOOL Survey from a baseline of 18% in 2019 to 12% by 2022.	<ul style="list-style-type: none"> • <i>Implemented the anti-bullying protocol and form where students can record an incident which is in turn addressed by administration.</i> • <i>Establish clear definitions of bullying.</i> • <i>Provide school wide assemblies and a school-wide plan to reporting, addressing and following up with a claim would be beneficial.</i> • <i>Hire external organizations such a LOVE to work with the students, if budget permits.</i> • <i>Strategies for relationship building between students and staff, starting at the kindergarten level, all the way to grade 11. This is encouraged to address anxiety issues students face today.</i>
The rate of secondary students who report feeling safe attending school on the OURSCHOOL Survey	To increase the rate of secondary students who report feeling safe attending school on the OURSCHOOL Survey from a baseline of 55% in 2017 to 70% by 2022.	<ul style="list-style-type: none"> • <i>Implemented the anti-bullying protocol and form where students can record an incident which is in turn addressed by administration.</i> • <i>Provide school wide assemblies and a school-wide plan to reporting, addressing and following up with a claim would be beneficial.</i>

<p>The rate of moderate to high level anxiety as reported by secondary school students on the OURSCHOOL Survey</p>	<p>To decrease the rate of moderate to high level anxiety as reported by secondary school students on the OURSCHOOL Survey from a baseline of 31% in 2017 to 20% by 2022.</p>	<ul style="list-style-type: none"> • <i>Implement strategies for relationship building between students and staff, starting at the kindergarten level, all the way to grade 11. This is encouraged to address anxiety issues students face today.</i>
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