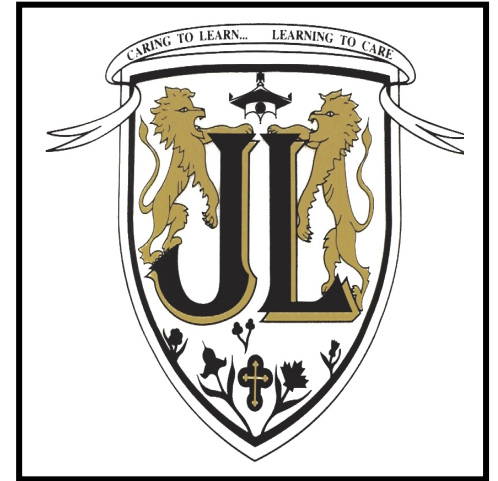




Commission scolaire English-Montréal  
English Montreal School Board



**EDUCATIONAL PROJECT**

**James Lyng 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 other school staff and representatives of the community and the School Board), a common vision of findings and challenges to create a mobilization around student-centered goals and objectives. The Educational Project describes what the school intends to do to ensure the educational success and well-being of all its students and the efforts that will be necessary to achieve it.

## **The Legal Framework**

Article 36 of the Education Act states,

“In keeping with the principle of equality of opportunity, the mission of a school is to impart knowledge to students, foster their social development and give them qualifications, while enabling them to undertake and achieve success in a course of study. A school shall pursue its mission within the framework of an educational project.”

The law describes:

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

## **Groups that Collaborated in the Development of the Project**

- The school team, composed of a cross section of staff members, led by the principal

## **Groups Consulted in the Development of the Project**

- The school's parent community at large
- Community representatives
- Students
- All staff, including, teachers, professionals, support staff

## **School Profile**

James Lyng High School has slightly over 100 students from secondary 1 to secondary 5. Since the inception of the EMSB, the school population has hovered in the order of 200 students. We are located in St. Henri on the west end of Notre-Dame Street. Over 80% of the students were born in Quebec, and English is the main language spoken at home. The students belong to various ethnic communities. The students come from varied socio-economic backgrounds, with some being middle class and, with the majority living close to the poverty line. The Indice de milieu socio-économique (IMSE) index rating is a 10, with 10 being the maximum. The proportion of single-parent families is about 60%. Student absences and truancy fluctuate depending on familial responsibilities of the students throughout the year.

Approximately two thirds of our student population have an Individualized Education Plan (IEP), and are considered students with special needs. The majority of these students who have an exceptional code face learning challenges. All students receive support in learning, social and emotional challenges. There are three full-time special education resource teachers assigned to the school. Four childcare workers support students in organization and reinforcing positive study skills as well as supporting student on an individual basis as needed. A behaviour technician is available for on-site intervention and promotion of positive relationships with students. A part-time substance abuse counsellor works collaboratively with the guidance counsellor to promote healthy lifestyles and prevention. A historical figure who is unique to our school community is our student-parent animator, otherwise known as “the Good News Lady”. This position was created in order to respond to the social and emotional well-being of students. She maintains regular communication with parents and has fostered close relationships with of all James Lyng's families, and has been

instrumental in ensuring that students attend school. It is this type of commitment, on behalf of members of our staff, that has created within our small school a family-like atmosphere where all are welcome.

The school offers a regular English program, with second language French instruction. A recent initiative to enhance instruction is the introduction of the STEAM Framework. STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue and critical thinking. The end results are students who take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration and work through creative process. In supporting this approach, all classrooms are equipped with smartboards and have access to a mobile iPad and laptop labs.

To engage and motivate students to be active in the school, the staff has made efforts to use student interests for extra-curricular programming. Some of the initiatives include cultural cooking club, a bike repair shop, carpentry and wood-working and hair-dressing to name a few. These activities contribute to building the self-esteem of our students, by harnessing their talents and providing opportunities to explore and excel.

In addition, the school promotes entrepreneurship and career exploration, at times providing hands-on training for students and consultation with experts. Students create and print the school uniform for sale to the school community through the use of a silk-screen press. An espresso café provides students with an opportunity to learn about the service industry. All proceeds generated are re-invested in the school. Our music program produces on an annual basis a CD of student compositions, recorded and edited in our in-house recording studio.

The school has a Community Learning Centre (CLC), supported by LEARN Quebec. The CLC allows the school to establish greater connection to the community. Second language French instruction has been provided to the parents of our students as well as members in the community at large. We are currently developing a framework for intergenerational exchange where our students share their knowledge and use by providing hands-on assistance to members of the community who are not familiar with the everyday use of technology (for example, cell phones, apps, et cetera). The CLC has served as a bridge to the different community groups like Youth Fusion, who have supported the school in establishing a community garden and the Trevor Williams Kids Foundation, who through their summer basketball program and tutorial services have contributed to school perseverance.

James Lyng High School receives donations from the Générations Foundation and Share the Warmth. These organizations provide food, snacks and school supplies for all students throughout the year. As a result of our IMSE index rating, the school receives additional funding from the Campaign Against Poverty (CAP) to provide subsidized lunches for all students as well as two days in which lunches are free of charge.

Community services that support James Lyng High School range from access to a school nurse (1 day per month), mentors and social programming by the Centres Intégrés Universitaires de Santé et de Services Sociaux (CIUSSS) aimed at promotion of healthy living. A community police officer is available at various times during the year to build positive relationships with students in the school.

The school staff has one principal, one vice-principal and a CLC coordinator. The teaching staff consists of nine regular teachers and three resource teachers. Additionally, our staff has one guidance counsellor, a part-time spiritual and community animator and four childcare workers and a behaviour technician. One secretary, two caretakers, a librarian and three cafeteria workers support the administrative team.

The school shares the facility with the James Lyng Adult Centre. Boundaries are well-defined to ensure the safety and security of all students. As of the 2019-2020 school year, the premises will also be shared with Outreach and Focus, two alternative schools.

James Lyng High School'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 decreased from its baseline of 65.0% in 2015 to 42.1% in 2018.
- Student results in the French Reading Component have remained stable in the mid 40% range.
- The global success rate in English Language Arts has increased from 86.4% in 2015 to 94.8% in 2018. The proficiency rate has remained stable in the mid 60% range.
- The results of the **OurSCHOOL** (formerly known as **Tell Them From Me**) surveys of student attitudes concerning victimization resulting from moderate to severe bullying have decreased from 28% in 2017 to 17% in 2018. Perceptions concerning feeling safe at school have remained relatively unchanged at about 48%. 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

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

## Our Values

James Lyng High School values:

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

## **The Consultation**

To assist with determining objectives for the Educational Project, James Lyng attempted to hold consultation meetings with the parent community. Due to lack of parental participation, a meeting was not established. In reviewing the objectives set by the school board in their Commitment-to-Success Plan, the staff contributed their thoughts and ideas in relation to the prescribed objectives.

The staff identified three major challenges. The first concerns the long-term viability of the school, given the current low enrollment. A second concern expressed is large number of special needs students with increasing types of challenges, both learning and in socio-emotional domains. Finally, parental involvement in their children's education is paramount; the staff is concerned about the lack of parental participation in school life. At the same time, the staff recognizes the reality that many of these parents face on a daily basis.

## **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 2016 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 30<sup>th</sup> of that given year.

**Table 1: Graduation Ratio of Secondary 5 Students Registered on September 30<sup>th</sup>**

<b>Year</b>	<b>Graduation Success Ratio (% Equivalent)</b>
2014 - 2015	13/20 (65.0)
2015 - 2016	11/25 (44.0)
2016 - 2017	10/21 (47.6)
2017- 2018	8/19 (42.1)

*Source: LUMIX 2018*

Given that the student population is small, the use of percentages in reporting on the graduation rate for this group can be misleading since a small change in numbers may produce a large fluctuation in percentage. Table 1 shows that the graduation rate for secondary 5 students registered on September 30<sup>th</sup> has decreased significantly from 65.0% in 2015 to 44.0% in 2016. Since 2016, the graduation rate has hovered in the mid forties. In determining the baseline, we have chosen to use an average of the last three years. The baseline is 44.6%.

**School Objective 1: To increase the graduation rate of secondary 5 students registered on September 30<sup>th</sup> who obtain their first diploma (SSD) from a baseline of 44.6% in 2019 to 65.0% by 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 2: Global Success Rates in Secondary 4 Mathematics, Science and Technology, History of Quebec and Canada\* for James Lyng High School and EMSB (%)**

	James Lyng High School Success Rates				English Montreal School Board Success Rates			
	2015	2016	2017	2018	2015	2016	2017	2018
Mathematics (CST)	11.1	74.1	25.6	17.4	50.8	68.1	63.3	67.8
Science & Technology**	NA	NA	69.2	31.8	77.0	79.3	87.2	85.5
History of Quebec & Canada*	56.5	84.6	30.0	82.5	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.

\*\* Data is not available for these years, since the course offering changed.

**Subjects:**

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

Year	James Lyng High School Success Rates				EMSB Success Rates			
	2015	2016	2017	2018	2015	2016	2017	2018
Mathematics	11.1 (2/18)	74.1 (19/26)	25.6 (9/35)	17.4 (4/21)	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. Given that the student population is small, the use of percentages in reporting on the graduation rate for this group can be misleading since a small change in numbers may produce a large fluctuation in percentage.

Table 3 shows that the success rate has increased significantly, from 11.1% in 2015 to 74.1% in 2016. It should be noted that the Board's success rate for 2016 also increased by almost 18%. Since 2016, the success rate has decreased significantly to about 20%. A variety of factors may have contributed to this significant decrease.

In calculating the baseline, we chose to use an average of the last two years, as it is more indicative of where the school has been within the last couple of years. The baseline is 22.5%.

**School Objective 1.1: To increase the June global success rate of students in secondary 4 Mathematics CS&T from a baseline of 22.5% in 2019 to above 50% by 2022.**

## Science and Technology Secondary 4

### **EMSB Objective:**

**To increase the June global success rate of students in secondary 4 Science & Technology from 54% in 2017 to 70% by 2022.**

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

Year	James Lyng High School Success Rates				English Montreal School Board Success Rates			
	2015	2016	2017	2018	2015	2016	2017	2018
Science & Technology*	NA	NA	69.2 (25/36)	31.8 (7/22)	77.0	79.3	87.2	85.5

Source: Charlemagne, 2018

*\*Data is not available for these years, since the course offering changed.*

Please note: there is only two years of data presented, as the program changed from Applied Science and Technology to Science and Technology. Given that the student population is small, the use of percentages in reporting on the graduation rate for this group can be misleading since a small change in numbers may produce a large fluctuation in percentage.

Table 4 shows that the success rate decreased significantly from 69.2% in 2017 to 31.8% in 2018. A lack of continuity in teaching personnel at a crucial time during the year may have contributed to this result.

In determining our baseline, the school has chosen to average out the success rates for the last two years. The baseline is 50.5%.

**School Objective 1.2: To maintain the June global success rate of students in secondary 4 Science and Technology above 50% 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.**

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

**Table 5: Global Success Ratio in Secondary 4 History of Quebec and Canada\*(% Equivalent)**

Year	James Lyng High School Success Rates				EMSB Success Rates			
	2015	2016	2017	2018	2015	2016	2017	2018
History of Quebec and Canada	56.5 (13/23)	84.6 (22/26)	30.0 (12/40)	82.5 (19/23)	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 and 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. Given that the student population is small, the use of percentages in reporting on the graduation rate for this group can be misleading since a small change in numbers may produce a large fluctuation in percentage.

Table 5 shows that the success rates have fluctuated on an annual basis, from 56.5% in 2015 to 84.6% in 2016, with a significant decrease in 2017 to 30%. In 2018, there was no uniform exam, given that the program changed; all EMSB students wrote the prototype exam in 2018. The school's result increased significantly to 82.5%. In 2020, all students will write a uniform MEES exam.

The baseline will be calculated using an average of the last four years. The baseline is 63.4%.

**School Objective 1.3: To increase the June global success rate of students in secondary 4 History from a baseline of 63.4% in 2019 to 70.0% 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 6: Graduation Success Ratio of Males and Females Registered on September 30<sup>th</sup> and the gap between them (% Equivalent)**

James Lyng High School		2016	2017	2018
		TOTAL	44.0 (11/25)	47.6 (10/21)
	Males	40.0 (6/15)	20.0 (2/10)	50.0 (6/12)
	Females	50.0 (5/10)	72.7 (8/11)	28.6 (2/7)
	<b>Gap (males vs. females)</b>	<b>10.0</b>	<b>52.7</b>	<b>21.4</b>
EMSB	TOTAL	86.9	86.1	84.4
	Males	82.8	84.7	82.5
	Females	91.0	87.8	86.4
	<b>Gap (males vs. females)</b>	<b>8.2</b>	<b>3.1</b>	<b>3.9</b>

Source: LUMIX, 2018

Given that the student population is small, the use of percentages in reporting on the graduation rate for this group can be misleading since a small change in numbers may produce a large fluctuation in percentage. Disaggregating the data according to gender exacerbates the interpretation. In 2016, there is a 10% gap. The gap increased significantly in 2017 to 52.7%. In 2018, there is a reverse gap of 21.4% in that the male students were more successful than the female students.

Although the objective set for equity places emphasis on reducing the gender gap, the focus should be placed on ensuring that the success rate of both male and female students improve. The gap is a dynamic indicator, which may not necessarily provide the relevant information in order to address the core of the challenge. The school recognizes the need for both male and female students to improve significantly.

**School Objective 2: To maintain the gap in success rates between the males and females at about 10% 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 Reading Component from 81.8% in 2017 to 85.0% by 2022.

## English Language Arts, Secondary 5

**Table 7: EMSB Global Success Ratio in Secondary 5 English Language Arts June in the June MEES Examination (% Equivalent)**

Year	James Lyng Success Rate	EMSB Global Success Rate
2015	86.4 (19/22)	95.3
2016	88.0 (22/25)	96.5
2017	81.8 (18/22)	96.8
2018	94.8 (18/19)	95.1

*Source: Charlemagne, 2018*

The secondary 5 MEES examination in English Language Arts is a requirement for graduation. Given that the student population is small, the use of percentages in reporting on the graduation rate for this group can be misleading since a small change in numbers may produce a large fluctuation in percentage.

Table 7 shows that from 2015 to 2016, the success rate remained relatively stable at about 87%. While it decreased from 88.0% in 2016 to 81.8% in 2017, this represents only one student who was less successful. The success rate increased to 94.8% in 2018. From 2015 to 2017, the results are generally in the mid eighties, with an increase in 2018 to above 90%.

In determining our baseline, the school has chosen to average out the success rates for the last four years. The baseline is **87.8%**.

**School Objective 4: To maintain the global success rate in secondary 5 English Language Arts June MEES examination above 90% through 2022.**



## Français langue seconde (Secondary 5)

**Table 8: James Lyng High School Success Ratio in Secondary 5 Français langue seconde (Programme de base) in Reading Component of the June MEES Examination (% Equivalent)**

Year	James Lyng High School Success Rate in FLS (de base) Reading Component	EMSB Success Rate in FLS (de base) Reading Component
2015	46.7 (7/15)	83.0
2016	44.0 (11/25)	83.2
2017	42.9 (9/21)	90.4
2018	41.2 (8/17)	83.2

*Source: Charlemagne, 2018*

Given that this population is small, the use of percentages in reporting on the success rate for this group can be misleading since a small change in numbers may produce a large fluctuation in percentages. Secondary 5 French Second Language (programme de base) is one of the pathways for obtaining graduation requirements. We have chosen to focus on one of the three components of the exam.

Table 8 shows that success rate in the FSL Reading component has hovered in the mid-forties range from 2015 to 2018. The baseline will be calculated using the last four years. The baseline is 43.7%.

**School Objective 4.1: 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 43.7% to 60.0% by 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 9: James Lyng Secondary Student’s Perception of Bullying, Perception of School Safety and Sense of Anxiety (%)**

Year	James Lyng Bullying*	EMSB Bullying	James Lyng School Safety**	EMSB School Safety	James Lyng Anxiety***	EMSB Anxiety
2016-2017	<b>28</b>	16	<b>48</b>	59	<b>16</b>	22
2017-2018	<b>17</b>	17	<b>48</b>	58	<b>23</b>	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 tabulated 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 school’s rate of victimization resulting from bullying has dropped significantly to 17%. This component of the survey asked about the time and the location of observed bullying (before, during or after school; on a bus; on school grounds; during class; or recess).

Table 10 also shows students’ perception of feeling safe at school, as well as going to and from school for the past two years. This perception has remained stable at 48%, although it is lower than the overall students’ perception at the Board level.

The rate of anxiety perceived among students at the Board level has remained relatively stable at about 23%. The school’s rate of perceived anxiety has increased from 16% in 2016 to 23% in 2018. The factors measured under the “anxiety” category concern self-esteem: ridicule, worry, peer attitudes, et cetera.

In an effort to further examine the results of the OURSCHOOL Survey, we decided to take the overall school result for each category and break it down by gender. It is worth noting that in our school, the ratio of male to female students is about 7 to 3.

**Table 10: James Lyng’s Secondary Student’s Perception of Bullying, Perception of School Safety and Sense of Anxiety by Gender (%)**

Year	Bullying* Males	Bullying Females	School Safety** Males	School Safety Females	Anxiety*** Males	Anxiety Females
2016-2017	25	30	47	49	12	24
2017-2018	16	18	50	52	18	27

*Source: OurSchool Survey (The Learning Bar)*

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

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

\*\*\* Students with moderate or high level of anxiety

Table 10 shows that bullying has decreased for both males and females and is relatively the same in 2018 at about 17%. In the area of school safety, both male and female students report an increase in perceptions of feeling safe. In 2018, the school safety is relatively the same at about 50%. Student perceptions of anxiety have increased for both male and female students. Taking into account that the male female ratio is 7 to 3, and that the cohort is a small population, the use of percentage in the table can be misleading. Although the percentage shows that females are more anxious than males, the actual number of male students who feel anxious is greater than the number of female students.

In establishing our baselines, we have taken an average of the last two years.

**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 23% in 2019 to 15% by 2022.**

**School Objective 5.1: To increase the rate of secondary students who report feeling safe attending school on the OURSCHOOL Survey from a baseline of 48% in 2019 to 60% by 2022.**

**School Objective 5.2: To decrease the rate of moderate to high level anxiety as reported by secondary school students on the OURSCHOOL Survey from a baseline of 20% in 2019 to 15% 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

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Staff Council (Chair person)

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PRINCIPAL

### ON BEHALF OF THE SCHOOL BOARD

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DIRECTOR GENERAL

## **GOVERNING BOARD RESOLUTION**

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JAMES LYNG 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 Staff Council, 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 Staff.

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.

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Signature, Staff Council Chairperson / Date

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Signature, Principal / Date

## Appendix 1 Strategies for Implementation of School Objectives

<b>Graduation and qualification:</b>		
<p><b>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 63% in 2019 to 65% by 2022.</b></p>		
<b>Indicator</b>	<b>Target</b>	<b>Strategies</b>
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 44.6 % in 2019 to 65% by 2022.	<ul style="list-style-type: none"> <li>The school administration will ensure that all Secondary 5 students will have the required number of credits (54) necessary for graduation, including: Secondary 4 Mathematics, Secondary 4 Science &amp; Technology, Secondary 4 History of Quebec &amp; Canada, Secondary 4 Art Education, Secondary 5 English Language Arts &amp; Secondary 5 French Second Language credits (base), Secondary 5 Physical Education <b>or</b> Secondary 5 ERC</li> </ul>
The qualification ratio (percent equivalent) of students in their qualifying year who obtain their first qualification (semi-skilled training certificate)	To increase the qualification ratio (percent equivalent) of students in their qualifying year who obtain their first qualification (semi-skilled training certificate) in WOTP	<ul style="list-style-type: none"> <li>Try to revive the WOTP program. Look for a qualified person to co-ordinate the program for our school for 2019-2020.</li> <li>As usual, Secondary 4 students participated in the school board career fair held in October. The 15+ cohort will visit 8 different vocational centers this year. Some Secondary 2 and 4 students also participated in the EXPLO program.</li> </ul>
<b>Indicator</b>	<b>Target</b>	<b>Strategies</b>
<b>SEC 4 MATH CS&amp;T</b>	To increase the June global success rate of students in secondary 4 Mathematics CS&T from a baseline of	<ul style="list-style-type: none"> <li>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.</li> <li>In 2018, the following areas of weakness have been identify: a) algebra, and b) statistical methods.</li> </ul>

<p>The June global success rate of students in secondary 4 Mathematics CS&amp;T</p>	<p>22.5% in 2019 to 50% by 2022.</p>	<ul style="list-style-type: none"> <li>• Through their PLCS, with the help of the consultant, teachers will share best practices for teaching identified areas of weakness.</li> <li>• The school will administer a common board-wide mid-year exam in January. The administration will review the results with the math teachers. Teachers will examine the results and determine the students at-risk. Students at risk will be provided appropriate remediation.</li> <li>• Teachers will administer a common practice exam in April-May.</li> <li>• The administration will review the results with the math teachers. Students at-risk will be provided additional remediation.</li> </ul>
<p><b>SEC 4 SCIENCE&amp; TECHNOLOGY</b></p> <p>The June global success rate of students in secondary 4 Science and Technology</p>	<p>To increase the June global success rate of students in secondary 4 Science and Technology from a baseline of 54% in 2019 to 70% by 2022.</p>	<ul style="list-style-type: none"> <li>• A homework tutoring program in Science has been implemented where the students can go afterschool and get remedial help with homework or subject matter from the Science teachers. This is taking place for our Junior students and Senior students.</li> <li>• A STEAM program has been started and implemented this March to help supplement the learning and teaching in Science and Technology</li> </ul>



## Language Proficiency:

**Objective 4:** To increase the global success rate in secondary 5 English Language Arts June MEES examination from a baseline of 95.3% in 2019 to 96% 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 74.2% in 2019 to 76% by 2022.

**Objective 4.2:** To increase the success rate of students in secondary 5 FSL programme de base on the June MEES Examination Reading Component from a baseline of 81% in 2019 to 85% by 2022.

Indicator	Target	Strategies
The global success rate in secondary 5 English Language Arts June MEES examination	To increase the global success rate in secondary 5 English Language Arts June MEES examination from a baseline of 95.3% in 2019 to 96 % by 2022.	<ul style="list-style-type: none"> <li>In ELA writing and reading component, the success rate is consistently higher than for other subject areas such as French, Math and Science. The success rate has increased and average passing marks range in the high-60s. As a result we have chosen to focus our improvement in the coming years on the average mark in both components. But we are proud of the fact that students transfer to us with averages lower than their peers in level and are able to catch up. As a result, we will continue to look at cycle one ELA levels.</li> </ul>
The average mark of secondary 5 students in English Language Arts June MEES examination	To increase the average mark of secondary 5 students in English Language Arts June MEES examination from a baseline of 74.2% in 2019 to 76% by 2022.	<ul style="list-style-type: none"> <li>Working to use more assistive technology in the classrooms. We have 2 mobile labs are using word Q to help our students meet their potential. Increasing the average will not be difficult if we can get the special needs students averages up.</li> <li>Homework program and PD sessions on how to use assistive technology are on schedule for this year to aid the teachers in implementation and use.</li> <li>IEP's are consulted and updated on a regular basis.</li> </ul>

**The Living Environment:**

**Objective 5.0: To decrease the rate of our secondary students who report victimization resulting from bullying on the OURSCHOOL Survey from a baseline of 16% in 2019 to 14% 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 59% in 2017 to 62% 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 22% in 2017 to 20% 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 16% in 2019 to 14% by 2022.	<ul style="list-style-type: none"> <li>While we established a portrait for school climate and perceived some settling relative to previous years, our strategies, according to TTFM results, we have produced all of the expected changes in the areas of bullying, and sentiments of school safety. We have already had 6 staff members complete a Neufeld Institute course on how to deal with aggression and another on anxiety. We will invite our Violence Prevention Consultant (Daphna Leibovici) and some other, non-teaching members of the staff to participate in planning and policy review.</li> </ul>
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 59% in 2017 to 62% by 2022.	<ul style="list-style-type: none"> <li>We have installed a bully box in the guidance area. This box is designated for anonymous cases of bullying or other types of concerns within the student population.</li> <li>Students can place notes for the guidance either anonymously or not for the purposes of help or general information.</li> </ul>
The rate of moderate to high level anxiety as reported by secondary school students on the OURSCHOOL Survey	To decrease the rate of moderate to high level anxiety as reported by secondary school students on the OURSCHOOL Survey from a baseline of 22% in 2017 to 20% by 2022.	<ul style="list-style-type: none"> <li>Youth and Drug Prevention Councillor was hired for this school year. He has been helping us with student interventions. They work in collaboration with the Guidance Councillor and the administration.</li> </ul>

