



Commission scolaire English-Montréal
English Montreal School Board



EDUCATIONAL PROJECT

John F. Kennedy 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 governing board
- The school team, composed of staff members from the school improvement committee, led by the principal

Groups Consulted in the Development of the Project

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

School Profile

John F. Kennedy High school has about 300 students from secondary 1 to secondary 5. We are located in an urban setting; the area is bordered by L'Acadie Blvd. to the west; Pie IX Blvd. to the east; Sauvé St. to the north and Notre Dame St. to the south. The student population is comprised of both English and French speaking families, from over twenty ethnic communities dispersed in the greater Montreal area.

The students come from varied socio-economic backgrounds, ranging from a very small minority being affluent, a small minority being middle class, to the majority living close to or below the poverty line. The proportion of single-parent families is about 40%, with many parents working two jobs or receiving social assistance. The *Indice milieu socio-economique* (IMSE) rating for JFK is 10, with 10 being the maximum according to the school population map and Statistics Canada (Census 2016). This means that the school receives additional funding and resources to support students in leveling the playing field. With this support, we are able to provide breakfast and lunch programs to meet the nutritional needs of students. A variety of field trips and cultural events are organized to provide students with new experiences to expand their horizons. Additional staff is hired to provide academic support to students, build strong community liaisons and enhance sports programming, both intramural and in collaboration with the Greater Montreal Athletic Association (GMAA).

The population of students in the school is quite varied in academic needs. Approximately 65% of our students have an Individualized Education Plan (IEP), with about 50% having an exceptional code. About 60% of our students are male, and 40% female. Over 70% of male students have an IEP. In order to meet the academic needs of all students, the school has established a multi-disciplinary resource centre, staffed by a resource teacher and tutors for specific subject areas. Small group and one-on-one instruction help students stay on task, focus, and consolidate concepts

learned in the classroom. Childcare workers support teachers in the classroom. The school offers the AIM High Program that focuses on developing literacy and numeracy for students who have experienced gaps in their learning. The objective of the program is to integrate these students into the regular stream or prepare them for entry into the Work-Oriented Training Path (WOTP). The Work Oriented Training Path offers a "Hands On" approach to learning. The program focuses on core academic subjects, allowing students to prepare for entry into the Adult and Vocational Sector. These students receive a qualification from the Ministry of Education.

The school offers a regular English program with enriched classes in Math, Science and French. Most of the students in this program continue their education in various fields at the CEGEP level. A unique program to John F. Kennedy High School is the Media Arts, from secondary 1 to secondary 5. This program provides students with the opportunity to build on their digital citizenship skills. This program works in collaboration with community groups to build skills in video game design, artificial intelligence and coding.

The school staff has one principal and a vice-principal. The teaching staff consists of twenty-one regular teachers and one resource teachers. Additionally, our staff has one guidance counsellor, a program development officer, a part-time spiritual and community animator and thirteen childcare workers who assist with following up with students and daily intervention in the classroom. We receive additional support from two behaviour technicians. Two secretaries, four caretakers, a librarian and four cafeteria workers support the administrative team.

The school staff is dedicated and works diligently to support the education of the whole child. In recent years, the staff has become increasingly cohesive and teachers are more apt to collaborate in Professional Learning Communities (PLCs). Parental involvement is seen as important. Relations between teachers, parents and students are typically supportive and collaborative. The members of the governing board are actively involved in school governance. There are parents that volunteer their time to assist with various events in the school.

Sports is also a focus of the school. JFK maximizes the use of both gymnasiums with a variety of activities throughout the year that allow students to work on team sports and individual skill building. Open gym time begins an hour before classes in the morning. At lunch, students are welcome to participate in intramural events. After school, teams meet to practice for competitive sports. On game days, a large proportion of the school community attend as spectators to support the home team. Sports have become a defining aspect of the school culture, as teachers and support staff coach and mentor students in their extra-curricular endeavors. This has greatly assisted in creating a climate of collaboration, a sense of belonging and school spirit.

Students' sense of belonging and school spirit is evidenced by the students' participation in student governance, annual variety show, school dances, ski trips, cultural trips to other cities in Canada and the United States.

As part of the monthly schedule, the school has a mini-day, where class-time is reduced. These days are strategically placed and are reserved for teachers to work in Professional Learning Communities towards school improvement within their subject areas. Some of this time is also used for professional development activities for staff members.

JFK has equipped each classroom with a smartboard and laptop to assist teachers in integrating technologies. Additionally, there are three computer labs and a mobile set of Chromebooks that are available upon request. Staff continue to explore new methods of teaching with these tools. Online books are widely accessible to all students. The school has a library coordinated by a librarian.

Community services that support JFK range from access to a school nurse (2 days per week), and a social worker provided by the Centres Intégrés de Santé et de Services Sociaux (CISSS).

It should be noted that the building is shared with John F. Kennedy Adult Centre, which occupies half of the premises.

The OURSCHOOL Survey is administered once a year and provides feedback to the administration about student perceptions of their daily lives. In the past, we have used this survey to inform our collaborative effort towards supporting student interest in sports to diminish unsupervised time spent in school. While JFK has not administered the survey in the last three years, it fully intends to do so in the upcoming academic year.

JFK'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 increased from its baseline of 52% in 2015 to 57% in 2018.
- Student results in the French Reading Component have decreased from 73.8% in 2015 to 57.1% in 2018.
- In the global success rate for English Language Arts, the results of students have decreased significantly from 92.4% in 2015 to 61.9% in 2018.

Our Mission

John F. Kennedy High School's mission is to empower our students to meet the challenges of tomorrow. This can be achieved through creating a respectful and inclusive environment. It is our collective belief that through caring and fostering a nurturing environment, our students can develop the strength and confidence needed to face the world. We strive to create an atmosphere where students are encouraged to refine the skills they possess as well as acquire new skills so they may become lifelong learners.

Our Values

We aim to help students identify their strengths, and in focusing on these strengths, help them to maximize their potential. By doing so, we feel we greatly increase the chances for all, from the academically robust to the at-risk students, to find their path towards success beyond high school. Ultimately, the goal is to ensure that each and every one of our students is equipped with the tools they require to reach their goals, whether they intend to pursue a CEGEP/University degree or prefer to study in the Professional, Technical or Vocational fields.

The Consultation

To assist with determining objectives for the Educational Project, JFK held two consultations for its community: one with the governing board and parent community and another for all staff. Below is a brief summary of what the process looked like.

There was a meeting of the governing board, including parents and community to identify the needs of the students, the challenges tied to their success and the expectations of the community. The school staff was also surveyed. In reviewing the objectives set by the school board in their Commitment-to-Success Plan, stakeholders contributed their thoughts and ideas in relation to the prescribed objectives.

The parents appreciate the various offerings of programs to meet the needs of all students; they feel that the school is a very inclusive. At the same time, they recognize that meeting the needs of a large special needs population poses challenges to the school's image. They endeavour to inform the public of all of the good things that happen at JFK High School. The staff also recognizes the importance of keeping at the forefront of the strategies to ensure to academic success of all students.

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 30th of that given year.

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

Year	Graduation Ratio (%)
2015	52.0 (39/75)
2016	70.2 (33/47)
2017	63.0 (35/56)
2018	57.0 (24/42)

Source: LUMIX 2018

Table 1 shows that the graduation rate for secondary 5 students registered on September 30th has fluctuated from 2015 to 2018. The data shows that since 2016, there is a downward trend in the graduation rate of approximately 7% per year. We must reverse that trend.

In order to meet the board’s target for 2022, our challenge will be to improve our graduation rate. The baseline will be calculated by taking an average of the last four years. The baseline is 60.6%. Our challenge will be to improve our graduation rate from from 60.6% to 67.0%.

Table 2: Qualification Ratio of Secondary Students Registered in Semi-Skilled on September 30th

Year	Qualification Ratio (% equivalent)	
2015	5/9	(55.6)
2016	9/12	(75.0)
2017	5/8	(62.5)
2018	7/9	(77.8)

Source: LUMIX 2018

The school’s qualification ratio (percent equivalent) is determined by dividing the number of students who obtain a qualification (semi-skilled) by the total number of students registered in the qualifying year. Given that this population is small, the use of percentages in reporting on the qualification rate for this group can be misleading since a small change in numbers may produce a large fluctuation in percentages.

The data in Table 2 suggest that over the last four years, the qualification ratio has fluctuated by approximately two to three students not being successful.

Our challenge will be to improve our qualification rate from 67.7% (percent equivalent) to 80.0% (percent equivalent). This would represent, in all likelihood, an increase of one student.

School 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 60.6% in 2019 to 67.0% by 2022.

School 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) from a baseline of 67.7% (percent equivalent) in 2019 to 80.0% (percent equivalent) 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 3: Global Success Rates in Secondary 4 Mathematics, Science and Technology, History of Quebec and Canada* For JOHN F. KENNEDY HIGH SCHOOL and EMSB (%)

	JOHN F. KENNEDY HIGH SCHOOL Success Rates				English Montreal School Board Success Rates			
	2015	2016	2017	2018	2015	2016	2017	2018
Mathematics (CST)	24.0	25.0	39.1	75.0	50.8	68.1	63.3	67.8
Science & Technology	57.5	54.0	53.2	68.8	77.0	79.3	87.2	85.5
History of Quebec & Canada*	55.1	65.8	66.7	62.3	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.

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 70.0% by 2022.

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

Year	JOHN F. KENNEDY HIGH SCHOOL Success Rates				EMSB Success Rates			
	2015	2016	2017	2018	2015	2016	2017	2018
Mathematics CST	24.0	25.0	39.1	75.0	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. Table 2 shows that since 2016, there has been an upward trend in the success rates from 25.0% in 2016 to 75.0% in 2018. The significant increase in success rates is due to a variety of strategies put in place to support students.

It is possible that the results from 2018, may be an anomaly, but we will monitor the results to ensure that this is not a one time phenomenon.

Seeing that there appears to be an upward trend in the results, the baseline will be calculated using only the last two years. The baseline is 57.1%.

School Objective 1.3: To increase the June global success rate of students in secondary 4 Mathematics CS&T from a baseline of 57.1% in 2019 to 70.0% 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	JOHN F. KENNEDY SCHOOL Success Rates				English Montreal School Board Success Rates			
	2015	2016	2017	2018	2015	2016	2017	2018
Science & Technology	57.5	54.0	53.2	68.8	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. In reviewing our success rates for the past four years, we see that from 2015 to 2017, the success rate has averaged at about 55%. There was a significant increase in 2018 to 68.8%. We will monitor these results to ensure that this is not a one time phenomenon.

In determining our baseline, the school has chosen to average out the success rates for the last four years. The baseline is 58.4%.

School Objective 1.4: To increase the June global success rate of students in secondary 4 Science and Technology from a baseline of 58.4% in 2019 to 70.0% by 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 6: Global Success Rates in Secondary 4 History of Quebec and Canada*(%)

Year	JOHN F. KENNEDY HIGH SCHOOL Success Rates				EMSB Success Rates			
	2015	2016	2017	2018	2015	2016	2017	2018
History of Quebec and Canada	55.1	65.8	66.7	62.3	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. Table 6 shows.

The success rate increased from 55.1% in 2015 to 65.8% in 2016 and has since remained relatively stable at about 65%.

There is room for improvement. We have chosen to focus on increasing our success rate. In determining our baseline, the school has chosen to average out the success rates for the last four years. The baseline is **62.5%**.

School Objective 1.5: To increase the June global success rate of students in secondary 4 History from a baseline of 62.5% 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 7: Graduation Success rates of males and females Registered on September 30th and the gap between them (%)

John F. Kennedy High School		2016	2017	2018
		TOTAL	70.2	63.0
	Males	15/25 (60.0)	20/33 (60.6)	12/24 (50.0)
	Females	18/22 (81.8)	15/23 (65.2)	12/18 (66.6)
	Gap (males vs. females)	21.8	4.6	16.6
EMS				
EMS	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 for males is essentially stable at about 57% range, whereas the females decreased significantly from 81.8% in 2016 and maintained about 65% in the following two years. The significant decrease in gap from 2016 to 2017, from 21.8% to 4.6% is as a result of the female success rate decreasing significantly. The gap increased again in 2018 to 16.8% because the success rate of the male students decreased by 10%, while females remained stable.

Our goal will be to improve the success rate of both males and females, because the gap on its own may be a misleading indicator. The baseline for the gap is determined by averaging the rates of the last three years. The baseline is **14.3%**.

School Objective 2: To decrease the gap in success rates between the males and females from a baseline of 14.3% in 2019 to 8.0% by 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	JOHN F. KENNEDY HIGH SCHOOL Global Success Rate	JOHN F. KENNEDY HIGH SCHOOL Global Average Mark	EMSB Global Success Rate	EMSB Global Average Mark
2015	92.4	69.2	95.3	72.4
2016	89.8	71.0	96.5	73.6
2017	82.5	67.9	96.8	74.2
2018	61.9	66.3	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 of the Board has been relatively stable at above 95%. Since 2015, there has been a downward trend in the success rate of the school from 92.4% to 61.9%. It is worth noting that in 2018, the overall number of students enrolled in the course was 38, thus the significant decrease is more pronounced as a result of the small number of students. It is also possible that the result for 2018 is an anomaly.

Table 8 shows that the Board's average mark has steadily improved from 72.4% in 2015 to 74.8% in 2018. Since 2016, the average mark at the school level has steadily decreased from 71.0% in 2016 to 66.3% in 2018. Because the success rate is on a downward trend, we will focus on improving the success rate. In determining our baseline, the school has chosen to average out the success rates for the last four years. The baseline is **82.7%**.

School Objective 4: To increase the global success rate in secondary 5 English Language Arts June MEES examination from a baseline of 82.7% in 2019 to 92.0% by 2022.

Français langue seconde (Secondary 5)

Table 9: JOHN F. KENNEDY HIGH SCHOOL Success Rates and Percentage Equivalents in Secondary 5 Français langue seconde (FLS) (de base and enrichi) in Reading Component of the June* MEES Examination (%)

Year	JOHN F. KENNEDY HIGH SCHOOL Success Rate in FLS (de base) Reading Component	EMS B Success Rate in FLS (de base) Reading Component	JOHN F. KENNEDY HIGH SCHOOL Success Rate in MEES FLS (enrichi) Reading Component	EMS B Success Rate in MEES FLS (enrichi) Reading Component
2015	31/42 (73.8)	83.0	._**	._**
2016	22/31 (71.0)	83.2	._**	._**
2017	18/31 (58.1)	90.4	17/22 (77.3)	81.8
2018	12/21 (57.1)	83.2	17/19 (89.5)	84.3

Source: Charlemagne, 2018

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

** The Ministry-set examination in FLS (enrichi) was introduced for the first time in 2017. Prior to 2017, the FLS (enrichi) examination was set by the Board.

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 that for both 2015 and 2016, the success rate is stable in the low 70s range. There was a significant decrease in 2017 of 13%. This represents four less students who were not successful compared to the previous year. The 2017 and 2018 results show a success rate in the high 50s range, which is of concern.

Table 9 also shows that the success ratio (percent equivalent) in Français langue seconde, programme enrichi increased from 77.3% to 89.5%. The success rate of the school mirrors that of the school board.

In determining our baseline, the school has chosen to average out the success rates for the last four years. The baseline for FLS is 65.0%. In determining the baseline for the enrichi program, an average of the last two years will be used. The baseline is 83.4%.

School 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 75.0% by 2022.

School 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.

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.

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.**

The school has not administered the survey in the past three years, but will establish baselines and targets in the 2019-2020 year.

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

Appendix 1 Strategies for Implementation of School Objectives

Graduation and qualification:

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 ?% in 2019 to ?% by 2022.

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) from a baseline of ?% (percent equivalent) in 2019 to ?% (percent equivalent) by 2022.

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 ?% in 2019 to ?% by 2022.	<ul style="list-style-type: none"> 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
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) from a baseline of ?% (percent equivalent) in 2019 to ?% (percent equivalent) by 2022.	<ul style="list-style-type: none"> The ratio of students who obtain their semi-skilled certificate has been consistently strong over the past 4 years. Practical Hands-On opportunities within the school and outside of the school has contributed to a strong ratio of 90%. Effective case conferencing and the screening of students has led to an amazing experience for students in the semi-skilled program at JFKHS.
Indicator	Target	Strategies

<p>SEC 4 MATH CS&T</p> <p>The June global success rate of students in secondary 4 Mathematics CS&T</p>	<p>To increase the June global success rate of students in secondary 4 Mathematics CS&T from a baseline of ?% in 2019 to ? % by 2022.</p>	<ul style="list-style-type: none"> • 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. . • Through their PLCS, with the help of the consultant, teachers will share best practices for teaching identified areas of weakness. • 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. • Teachers will administer a common practice exam in April-May. • The administration will review the results with the math teachers. Students at-risk will be provided additional remediation. • In May, Saturday tutorials will be offered to at-risk students.
<p>SEC 4 SCIENCE& TECHNOLOGY</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 65% in 2019 to 70% by 2022.</p>	<ul style="list-style-type: none"> • Meetings with the Science Consultant Imma Ienaro and item analysis • Use of the Lab for practical applications • Board wide common exam is used.
<p>Indicator</p>	<p>Target</p>	<p>Strategies</p>

<p>SEC 4 HISTORY OF QUEBEC & CANADA</p> <p>The June global success rate of students in secondary 4 History & Citizenship (History of Quebec and Canada*)</p>	<p>To increase the June global success rate of students in secondary 4 History & Citizenship (History of Quebec and Canada*) from a baseline of 67 % in 2017 to 69% by 2022.</p>	<ul style="list-style-type: none"> • Challenging course! The ETS Consultant Tino Bordonaro is a wonderful resource and he helps in thoroughly analyzing pedagogical approaches in the classroom, and also how to readily prepare students for the exam. • Focussed approach on building skills from Secondary 1 to Secondary 5
<p>SEC 4 HISTOIRE DU QUÉBEC ET DU CANADA</p> <p>The global success rate of students in secondary 4 Histoire du Québec et du Canada*</p>	<p>To maintain a global success rate of students in secondary 4 Histoire du Québec et du Canada* greater than ? % through 2022.</p>	

<p>Equity:</p> <p>Objective 2: To reduce the gap in success rates between the males and females from a baseline of 69% in 2019 to 72% by 2022.</p>		
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 69% in 2019 to 72% by 2022.	<ul style="list-style-type: none"> •

Language Proficiency:

Objective 4: To increase the global success rate in secondary 5 English Language Arts June MEES examination from a baseline of ?% in 2019 to ?% 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 ?% in 2019 to ?% 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 ?% in 2019 to ?% 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 ?% in 2019 to ?% 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 ?% in 2019 to ? % by 2022.	<ul style="list-style-type: none"> • Continual Profession Development on comprehension and reading strategies at the High school Level. • Meeting with the High School ELA consultant Anne Beamish. Levelled workshops on the comprehension and analysis of specific types of written documents. • Indicating through rubrics the various qualities of work and how they are evaluated
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 ?% in 2019 to ?% by 2022.	<ul style="list-style-type: none"> • Continual Profession Development on comprehension and reading strategies at the High school Level. • Meeting with the High School ELA consultant Anne Beamish. Levelled workshops on the comprehension and analysis of specific types of written documents. • Indicating through rubrics the various qualities of work and how they are evaluated

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 ?% in 2019 to ?% by 2022.	<ul style="list-style-type: none"> • Increased resource support for International students • Practice exams for students to account for the discrepancy between the curriculum and actual exam • Hire French tutors to offer the students extra support
The success rate of students in secondary 5 FSL programme enrichi on the June MEES Examination Reading Component	To increase the success rate of students in secondary 5 FSL programme enrichi on the June MEES Examination Reading Component from a baseline of ?% in 2019 to ?% by 2022.	<ul style="list-style-type: none"> • Offer challenging reading assignments so that students are able to read the highest level French text • Practice exams for students to account for the discrepancy between the curriculum and actual exam • Hire French tutors to offer the students extra support

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 ?% in 2019 to ?% 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 ?% in 2017 to ?% 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 ?% in 2017 to ?% 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 ?% in 2019 to ?% by 2022.	<ul style="list-style-type: none"> • N/A
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 ?% in 2017 to ?% by 2022.	<ul style="list-style-type: none"> • N/A
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 ?% in 2017 to ?% by 2022.	<ul style="list-style-type: none"> • N/A
		<ul style="list-style-type: none"> • N/A

GOVERNING BOARD RESOLUTION

John F. Kennedy 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

