

EDUCATIONAL PROJECT 2023-2027

**John F. Kennedy High School
English Montreal School Board**



The educational project is a strategic tool for an educational institution that defines its policy orientations, priority actions and expected results. It is a tool to inform its community with a view to ensuring educational success for all students regardless of age. The educational project reflects the characteristics and needs of the students who attend the educational institution, as well as the community's expectations regarding the education they receive. The educational project is prepared and implemented through the collaborative efforts of the various school stakeholders: students, parents, teachers, and other school staff members as well as community and school board representatives.

The educational project is part of a process designed to promote coordinated action and synergy among the various levels of the education system (MEQ, school boards and educational institutions), with due regard for their specific areas of autonomy and characteristics. This educational project must align with the English Montreal School Board's Commitment to Success Plan.

LEGAL FRAMEWORK

According to the Education Act, Sections 37 and 97.1, an educational institution's educational project must include:

- a description of the context in which the institution acts and the main challenges it faces, particularly with respect to educational success and, in the case of a vocational training centre, the relevance of the training to regional or provincial labour market needs,
- the specific policy orientations of the educational institution and the objectives selected for improving educational success,
- the targets to be achieved by the end of the period covered by the educational project,
- the indicators to be used to measure achievement of these objectives and targets,
- the intervals at which the educational project is to be evaluated, determined in collaboration with the school service centre or school board.

The educational project must:

- respect the students', parents', and school staff's freedom of conscience and of religion (EA, Section 37),
- cover a period that is harmonized with the period covered by the school service centre or school board's Commitment to Success Plan and the period covered by the MEQ strategic plan (EA, Section 37.1, 97.2 and 209.1),
- comply with the terms established by the Minister to coordinate the entire strategic planning process between the educational institutions, the school service centre or school board and the MEQ (EA, Section 459.3),
- be consistent with the school service centre's or school board's Commitment to Success Plan (EA, sections 37 and 97.1).

COMPOSITION OF THE SCHOOL TEAM

This educational project was created by a school team that included: six subject teachers, one resource teacher, one student attendant and the school principal.

GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

School's Teacher

School's support staff

Governing Board

Student Council

Parent population at large

SCHOOL PROFILE

John F. Kennedy High School is an inner-city school located in the borough of St. Michel. 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. It has a diverse student body of approximately 300 students, ranging from secondary one to secondary five, with ages ranging from 12 to 21 years old. In terms of gender distribution, our student population comprises approximately 67% male and 33% female students. The school offers both regular education programs and specialized education programs such as Aim High, Work-Oriented Training Pathways (WOTP), and Pathways.

The students come from various socio-economic backgrounds, with a very small minority being affluent, a small minority being middle class, and the majority living close to or below the poverty line. Approximately 40% of families are single-parent households, with many parents working two jobs or receiving social assistance. The Indice milieu socio-economique (IMSE) rating for JFK is one of the lowest in the English Montreal School Board. This indicates that the school receives supplementary funding and resources to assist students in equalizing opportunities. With this assistance, we can offer breakfast and lunch programs to address students' nutritional requirements. Various field trips and cultural events are arranged to offer students unique experiences for broadening their perspectives. Additional staff members, including two full-time Sports Technicians, are hired to offer academic support to students, establish healthy community connections, and enhance sports programs. These

efforts encompass both intramural activities and collaborations with the Greater Montreal Athletic Association (GMAA).

Our school caters to a diverse student body, each with unique academic requirements and learning profiles. A significant proportion, approximately 61%, are supported by Individualized Education Plans (IEPs), with 53% of our students assigned a difficulty code based on a professional assessment, and around 27% classified under an exceptional code.

To address the varied academic requirements of our students, the school has established a Multi-Disciplinary Resource Centre. This center is staffed by two full-time resource teachers and subject-specific tutors who provide small group and one-on-one instruction, catering to the needs of our diverse student body. These tailored sessions assist students in remaining focused, staying on task, and reinforcing concepts learned in the classroom. Moreover, childcare workers are available to support teachers within the classroom environment. Generally, the majority of class sizes are kept small, typically under 25 students, ensuring personalized attention and fostering an optimal learning environment.

In addition to the Multi-Disciplinary Resource Center, we offer extensive tutorial hours with teachers available at varied times throughout the day. Students can access these sessions to receive extra help, clarify concepts, and work on specific areas of difficulty. To further support our students' academic growth, we provide an after-school homework program. This program offers structured assistance and a conducive environment for students to complete assignments, seek clarification on tasks, and engage in collaborative learning activities.

To enhance organization and communication, teachers utilize Google Classroom, providing a centralized platform for assignments, resources, and communication. This digital tool streamlines the learning process, allowing for efficient dissemination of information and facilitating student-teacher interaction beyond the confines of the physical classroom.

The AIM High Program has been meticulously crafted to bridge the literacy, numeracy or psycho-social gaps faced by students. It offers a comprehensive approach to integrating them into the mainstream curriculum or preparing them for the Work-Oriented Training Path (WOTP) by allowing them to follow the cycle one curriculum at a modified pace.

With a focus on practical, hands-on learning, the Work Oriented Training Pathway equips students with essential skills in core academic subjects, paving the way for their seamless transition into the Adult and Vocational Sector, all while ensuring they receive a recognized qualification from the Ministry of Education.

In addition to the standard English curriculum, our school provides enriched classes in Math, Science, and French, catering to the diverse academic needs of our students. Many graduates of this program continue their educational journey in various fields at the CEGEP level, setting a solid foundation for their future endeavors.

A distinctive offering at John F. Kennedy High School is the Media Arts program, spanning from secondary 1 to secondary 5. This innovative curriculum empowers students to cultivate their digital

citizenship skills, fostering collaboration with community groups to delve into areas such as video game design and video editing.

The school staff has one principal and a vice-principal who are approachable and support the rest of the staff. The teaching staff consists of twenty-three full-time teachers. Additionally, our staff has one guidance counsellor, a program development officer, a part-time spiritual and community animator, twelve student attendants, and four special education technicians who assist with following up with students and daily intervention in the classroom. We receive additional care from two secretaries, four caretakers, a librarian and four cafeteria workers who support the administrative team. The school staff is committed and works diligently to support the holistic education of every child. In recent years, there has been a noticeable increase in cohesiveness among staff members, with teachers demonstrating a greater willingness to collaborate within Professional Learning Communities (PLCs). Recognizing the significance of parental involvement, the school fosters supportive and collaborative relationships among teachers, parents, and students.

The governing board members actively engage in school governance, ensuring a comprehensive approach to decision-making. Additionally, parents generously volunteer their time to participate in various school events, thereby enriching the sense of community within the school.

Sports also hold a significant place in the school's priorities. JFK maximizes the utilization of its two gymnasiums by offering a variety of activities throughout the year, allowing students to engage in team sports and develop individual skills. Open gym time begins an hour before classes in the morning, while at lunch, students are encouraged to participate in intramural events. After school, teams convene for competitive sports practices. On game days, a large proportion of the school community attends as spectators to cheer on the home team, reflecting the strong support for sports within the school. Indeed, sports have become a defining aspect of the school culture, with teachers and support staff actively coaching and mentoring students in their extracurricular pursuits. This commitment has significantly contributed to fostering a climate of collaboration, a sense of belonging, and school spirit.

The students' strong sense of belonging and school spirit is demonstrated through their active involvement in student governance, the annual variety show, school dances, ski trips, and cultural excursions to other cities in Canada and the United States.

In addition to the previously mentioned facilities, our school boasts a diverse range of spaces tailored to meet various student needs, including the Spiritual Oasis, Games Room, La Place, and Sensory Room. These dedicated areas not only enhance student life during their time at school but also contribute to cultivating a welcoming and nurturing home-like environment. JFK has equipped each classroom with a smartboard and laptop to facilitate teachers in integrating technology into their lessons. Additionally, there are three computer labs and a mobile set of Chromebooks and iPad available upon request. Staff members continuously explore innovative teaching methods utilizing these resources. Online books are readily accessible to all students, complementing the school's library managed by a dedicated librarian.

Community services supporting JFK include access to a school nurse (available two days per week) and a social worker provided by the Centres Intégrés de Santé et de Services Sociaux (CISSS).

It's important to note that the building is shared with the 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 regarding student perceptions of their daily lives. This year's survey has focused on students' feedback on bullying and school safety. It allows the school to gather information on where and when bullying is occurring, reasons why students are feeling excluded, and their feelings regarding the subject. This aids in the school's goal of taking a proactive approach to address bullying by working closely with the [Anti-Bullying, Anti-Violence Action Plan](#). Through this initiative, students are educated on the importance of respect, kindness, and inclusion, fostering a supportive and safe environment for all members of the school community.

MISSION AND VALUES

John F. Kennedy High School's mission is to empower our students to meet the challenges of tomorrow, whatever they may be. 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.

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 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

The consultation process commenced with discussions involving the Governing Board and the Staff Council. Subsequently, a meeting was convened with the entire staff, during which they were furnished with a set of questions for response. These responses were gathered anonymously via post-it notes, categorized between teaching and support staff. The Student Council was also consulted, providing answers to a separate set of questions anonymously on paper. Additionally, parents were consulted through a Google Form. All gathered information underwent collection and analysis by the Staff Council, culminating in a comprehensive summary outlining common points from the responses.

During the consultation process, it became evident to all parties involved that there exists a pressing need for increased opportunities for students to practice verbal, in-person communication skills. Such practice is deemed essential not only for enhancing their linguistic abilities but also for fostering their social-emotional development.

Though the consultation process revealed areas needing improvement, it also highlighted strengths within the school, particularly among staff, students, and parents. Parents were appreciative of the

easy accessibility and collaborative nature of staff, including the principal, teachers, and support staff, in assisting their children's success. Staff expressed satisfaction with the positive and supportive working environment, noting numerous opportunities for cross-curricular activities. Lastly, students expressed happiness with the variety of activities offered at the school and the caring approach of the teachers, which contributed to a homely atmosphere for many.

ACADEMIC OBJECTIVES

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

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

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

Table 1: John F. Kennedy High School Global Success Rates in Secondary 4 Math and Science Courses (%)

COURSE	School			EMSB		
	2019	2022	2023	2019	2022	2023
Cultural, Social & Technical Math (CST)	42.9	60.4	22.2	61.9	66	69.7
Scientific Math (SN)	95	80	94.1	95.2	92.6	94.8
Science & Technology (ST)	62.3	71.9	81.5	83.9	85.9	88.3

Source: Charlemagne, 2023

Interpretation:

Table 1 shows that in 2019, the global success rate for the secondary 4 Cultural, Social & Technical Math (CST) course was 42.9%. It increased to 60.4% in 2022 after exams were rescheduled by the MEQ. However, in 2023, the rate decreased significantly to 22.2%. Further investigation into the success rate for 2018 (not shown here) indicates that this fluctuation is consistent. Nevertheless, our priority is to increase the success rate without these fluctuations.

The COVID-19 pandemic affected evaluation in the province from 2020 to 2022. Although exams began in 2022, the entire system is recovering from various models of instruction (virtual vs. in-person). We expect that issues with learning gaps may continue to affect these results. We will monitor this closely.

Given the considerations mentioned above, our objective for CST will be calculated using a baseline. The baseline will be calculated by taking an average of the last 3 results. The baseline is 42%.

Table 1 shows that in 2019, the global success rate for the secondary 4 Scientific Math (SN) course was 95%. However, in 2022, the first year back following the disruptions of the pandemic, the success rate decreased to 80%. This trend was also observed at the board level, where the EMSB board rate decreased in the same year. Subsequently, the success rate for John F. Kennedy increased to 94.1% in 2023. Notably, one quarter of students enrolled in secondary 5 are taking the SN course, as it provides them with a pathway to other courses at the CEGEP level.

Moving forward, the objective will be to maintain a global success rate of the course above 90%.

Table 1 shows that in 2019 the global success rate for secondary 4 Science & Technology (ST) was 62.3%. It increased to 71.9% in 2022 and then from there to 81.5% in 2023.

Moving forward, the objective will be to continue the steady increase of the success rate to 85%.

Objectives:

To increase the global success rate of Secondary 4 students on the Math CST course from a baseline of 42% in 2023 to 60% by 2027.

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

To increase the global success rate of Secondary 4 students on the Science & Technology course from 81.5 % in 2023 to 85% by 2027.

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

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

Table 2: John F. Kennedy High School Global Success Rates on Secondary 4 History of Quebec and Canada (%)

	School			EMSB		
	2019 *	2022 *	2023	2019*	2022*	2023
History of Quebec & Canada			72.9	-	-	78.0

Source: Charlemagne, 2022

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

Interpretation:

Table 2 indicates that the global success rate for secondary 4 History of Quebec and Canada was 72.9% which is comparable to the success rate of the EMSB. The data for 2019 and 2022 is not available as there were no ministry exams for the course in those years due to the COVID-19 pandemic.

Moving forward, the goal will be to increase the global success rate from 72.9% to 77%.

Objective:

To increase the global success rate of Secondary 4 students on the History of Quebec and Canada course from 72.9 % in 2023 to 77% by 2027.

Table 3: John F. Kennedy High School Global Success Rate and Average Grades on English Language Arts Course (%)

YEAR	John F. Kennedy High School		EMSB	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	90.5	72.2	96.3	75.4
2022	85.7	70.2	96.2	78.3
2023	81.4	68.9	97.2	77.5

Source: Charlemagne, 2022

Interpretation:

Table 3 indicates a decrease in the global success rate for English Language Arts, decreasing from 90.5% in 2019 to 85.7% in 2022 and 81.4% in 2023. The Covid-19 Pandemic resulted in the cancellation of MEQ exams in 2020 and 2021. Given that our special needs students did not receive in-school support during the pandemic reintegration, this downward trend may indicate significant learning gaps. The consultation highlighted that parents desire more opportunities for students to develop language acquisition skills, a sentiment reflected in the data. Moving forward, we will closely monitor the situation and offer additional support where needed. Our primary goal is to prioritize increasing the success rate in English Language Arts.

Moving forward, our goal is to increase the global success rate from 81.4 to 90% by 2027.

Objective:

To increase the global success rate in the on the Secondary 5 English Language Arts uniform exam from 81.4 % in 2023 to 90% by 2027.

The following table shows the success rates of our students and EMSB students in French Second Language Programs. John F. Kennedy High School will report on its French Second Language programs: programme de base and programme enrichi. For both programs, the indicator used in this report is the Reading Component, because it is uniform and evaluated by the MEQ.

Table 4: John F. Kennedy High School Global Success Rate and Average Grades on French Second Language (Programme de base) Uniform Exam Reading Component (%)

YEAR	John F. Kennedy High School		EMSB	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	81.6	71.9	93.4	84.7
2022	67.4	65.6	86.2	81.0
2023	62.5	68.0	86.3	79.8

Source: Charlemagne, 2022

Interpretation:

Table 4 shows a decline in the school's success rate, decreasing from 81.6% in 2019 to 67.4% in 2022 following the rescheduling of exams by the MEQ due to the COVID-19 pandemic. The success rate further decreased from 67.4% in 2022 to 62.5% in 2023. These trends mirror those observed in English Language Arts, reflecting parents' concerns about literacy skills. It's worth noting that despite the decline in the success rate from 2022 to 2023, there was an increase in the average grade from 65.6% to 68%, consistent with pre-pandemic levels.

The province's evaluation process was disrupted by the COVID-19 pandemic from 2020 to 2022. Although exams resumed in 2022, the education system is still recovering from the effects of different instructional approaches (virtual vs. in-person). For students who do not speak French at home, the pandemic did not allow them the regular in-class interactions they would have had during instruction time. We expect that learning gap issues may persist and influence future results. We will closely monitor this situation.

The baseline will be established by averaging the last three results, resulting in a baseline of 70.5%. The goal will be to increase the success rate from 70.5% to 80%.

Objectives:

To increase the success rate on the Secondary 5 French Second Language (Programme de base) Reading Component June exam from a baseline of 70.5% to 80% by 2027.

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

YEAR	John F. Kennedy High School		EMSB	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	90	75.3	84.5	72.9
2022	91.7	81.3	94.7	80.5
2023	80	74.6	96.8	80.9

Source: Charlemagne, 2022

Interpretation:

Table 5 indicates an increase in the school's success rate, rising from 90% in 2019 to 91.7% in 2022. However, the success rate decreased from 91.7% in 2022 to 80% in 2023, aligning with trends seen in English Language Arts and reflecting parental concerns regarding literacy skills, as previously discussed. Despite the decline in the success rate, it is noteworthy that the average grade in 2023 remains comparable to pre-pandemic levels.

Moving forward, we will continue to monitor the situation closely and have set a goal to increase the success rate to 90%. Additionally, we aim to raise the average grade of students from 77% to 80%.

Objectives:

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

To increase the average grade of students from 77% in 2023 to 80% on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam by 2027.

ADDITIONAL ACADEMIC GOAL

Following a comprehensive analysis of the data provided by the consultation and including the feedback and observations from students, parents, and staff, we have identified an additional academic goal that we aim to incorporate. This goal focuses on enhancing the opportunities for students to practice and refine their literacy and oral skills. Our plan is to introduce a variety of engaging activities that promote literacy, including but not limited to, public speaking and skit performances. These activities will be structured to include both a writing stage, to develop written communication skills, and an oral presentation stage, to enhance verbal communication abilities.

We are confident that this goal is achievable and measurable. We will maintain open communication with our consultation pool to gather feedback and insights regularly. Additionally, we will carefully reflect on our progress and the impact of these activities through our evaluations over the coming years.

SCHOOL CLIMATE

The OURSCHOOL Survey is a tool that allows students to convey their perceptions of school life. Students take the survey annually; it is anonymous and covers a variety of topics including bullying, school safety, the students' sense of belonging, student anxiety and student-teacher relationships. The survey is one of many tools that schools use to implement the Ministry's policy on bullying and intimidation (Safe School Action Plan). It should be noted that students are asked what they perceived in the last 30 days preceding the survey.

EMSB's Objectives:

To decrease the rate of secondary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 22% in 2023 to 18% in 2027.

To increase the rate of secondary students feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 47% in 2023 to 65% in 2027.

To decrease the rate of secondary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 29% in 2023 to 25% in 2027.

Table 6: John F. Kennedy High School Student Perceptions of Selected School Climate Factors (%)

Factor	John F. Kennedy		EMSB		Canadian Norm
	2022	2023	2022	2023	2022
Bullying and Victimization	31	24	22	-	21
School Safety	58	48	47	-	56
Anxiety	32	31	29	-	33

Source: OURSCHOOL Survey (The Learning Bar), 2022

*2023 data is not yet available for the EMSB

Please note: The EMSB's data for School Safety includes student perceptions of feeling safe on the way to school and on the way home. All schools will be reporting on student perceptions of feeling safe during the day. The Board will continue to report on overall perceptions of school safety in its Commitment to Success Plan Annual Report.

Interpretation: Table 6 shows that student perceptions of bullying and victimization has decreased from 31% in 2022 to 24% in 2023. It also shows that the perception of students feeling safe at school has decreased from 58% to 48%. Generally, when bullying decreases, school safety should increase. Given that the survey is administered annually in November, this snapshot could indicate a trend downwards, and will need to be monitored. Perceptions of anxiety have remained stable at about 30%. This is in line with the Board result and slightly lower than the Canadian norm.

The previously mentioned strong relationship between staff and students likely contributes to the improvements noted. However, we are committed to addressing these gaps by implementing specific goals. We will introduce a system of positive reinforcement to motivate students to improve academically. This system will target students at all academic levels, not just those already achieving

high academic status. Additionally, we will leverage the strong student-staff relationship by encouraging staff to use positive reinforcement techniques to motivate students.

Our goal is to continue to the decreasing the student perception of Bullying and Victimization through various projects mentioned above.

Our goal is to continue to the decreasing the student perception of Anxiety as reported through the OURSCHOOL survey through various projects mentioned above.

Objectives:

To decrease the rate of secondary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 24% in 2023 to 20% in 2027.

To increase the rate of secondary students feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 48% in 2023 to 60% in 2027.

To decrease the rate of secondary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 31% in 2023 to 28% in 2027.

To increase student motivation and recognition of improvement through 2027.

DIGITAL COMPETENCY

In 2018, the MEQ launched its Digital Action Plan which was its blueprint for the integration of digital technology and associated innovative pedagogical practices into the education sector. In 2019, the MEQ published its Digital Competency Framework with 12 dimensions, which was derived from the Digital Action Plan.

Our TIFF teacher has attended workshops and is currently mentoring new teachers and supporting senior teachers in the realm of digital opportunities. These activities will be reported on annually with the goal of increasing the overall proficiency of staff and students in the 12 elements of the competency.

APPENDIX: OBJECTIVES AT A GLANCE

EMSB OBJECTIVE	OBJECTIVE	Specific Initiatives Towards Improvement
To increase the global success rate of Secondary 4 students on the Math CST C2 June exam from 64.0% in 2023 to 69.0% by 2027.	To increase the global success rate of Secondary 4 students on the Math CST C2 June exam course from a baseline of 42% in 2023 to 60% by 2027.	To support this objective, we will actively promote the utilization of resources such as specialized tutors and our teachers' tutorial sessions.
To increase the global success rate of Secondary 4 students on the Science & Technology course from 84.9% in 2023 to 88.5% by 2027.	To increase the global success rate of Secondary 4 students on the Science & Technology course from 81.5 % in 2023 to 85% by 2027.	To support this objective, we will actively promote the utilization of resources such as specialized tutors and our teachers' tutorial sessions.
To increase the global success rate of Secondary 4 students on the History of Quebec and Canada course from 73.3% in 2023 to 78% by 2027.	To increase the global success rate of Secondary 4 students on the History of Quebec and Canada course from 72.9 % in 2023 to 77% by 2027.	To support this objective, we will actively promote the utilization of resources such as specialized tutors and our teachers' tutorial sessions.
To maintain the global success rate of Secondary 4 students in Histoire du Québec et du Canada course above 90% through 2027.		
To maintain a global success rate in the range of 95% on the Secondary 5 English Language Arts uniform exam through 2027.	To increase the global success rate in the on the Secondary 5 English Language Arts uniform exam from 81.4 % in 2023 to 90% by 2027.	To support this objective, we will actively promote the utilization of resources such as specialized tutors and our teachers' tutorial sessions.
To increase the average grade on the Secondary 5 English Language Arts uniform exam from 76.8% in 2023 to 78.0% in 2027.		
To maintain a success rate of 90% or above on the Secondary 5 French Second Language (Programme de base) Reading Component June exam through 2027.	To increase the success rate on the Secondary 5 French Second Language (Programme de base) Reading Component June exam from a baseline of 70.5% to 80% by 2027.	To support this objective, we will actively promote the utilization of resources such as specialized tutors and our teachers' tutorial sessions.
To increase the average grade of students from 82.8% in 2023 to 84.0% on the Secondary 5 French		

Second Language (Programme de base) Reading Component June exam by 2027.		
To maintain a success rate of 90% or above on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam through 2027.	To increase the success rate to 90% or above on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam through 2027.	To support this objective, we will actively promote the utilization of resources such as specialized tutors and our teachers' tutorial sessions.
To increase the average grade of students from 76.7% in 2023 to 79.0% on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam by 2027.		
To decrease the rate of secondary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 22% in 2023 to 18% in 2027.	To decrease the rate of secondary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 24% in 2023 to 20% in 2027.	
To increase the rate of secondary students feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 47% in 2023 to 65% in 2027.	To increase the rate of secondary students feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 48% in 2023 to 60% in 2027.	
To decrease the rate of secondary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 29% in 2023 to 25% in 2027.	To decrease the rate of secondary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 31% in 2023 to 28% in 2027.	Increase positive reinforcement from staff to students and recognition of academic improvement of students at all levels.
	To increase student motivation and recognition of improvement through 2027.	

To increase the rate of teachers' and classroom support staff's digital competence as reported by the Digital Competency Survey by 5% from 2023 to 2027.		
	Additional academic goal focuses on enhancing the opportunities for students to practice and refine their literacy and oral skills.	Our plan is to introduce a variety of engaging activities that promote literacy, including but not limited to, public speaking and skit performances. These activities will be structured to include both a writing stage, to develop written communication skills, and an oral presentation stage, to enhance verbal communication abilities.