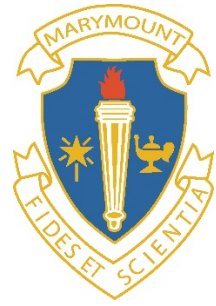


EDUCATIONAL PROJECT 2023-2027
Marymount Academy International
English Montreal School Board



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 lead team that included:

Principal
Vice Principal
4 Subject teachers
1 Resource teacher
Behaviour Technician

GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

- The school's parent community at large
- Student representatives from each section and level
- All staff, including, teachers, professionals, support staff

SCHOOL PROFILE

Marymount Academy International welcomes over **490** students from secondary 1 to secondary 5. The school is located in close proximity to the Villa Maria metro station and is easily accessible via the 103,162, 24 and 66 bus routes. Approximately 57% of our student population are local residents, from the **Côte-des-Neiges/ Notre Dame-de-Grace** borough. About 38% of our population are **Temporary Stay students (students who are in the country temporarily)** and 5% are **International students (students from other countries who do not have residency, but attain a study permit for defined period of time, and live with a host family)**. Amongst our students, 47% were born in **Quebec**, and 56% of students speak English at home. Many of our students identify as belonging to various ethnic communities and this adds to the unique fabric of our school. We are a true mosaic of diversity that characterizes our city. Our families want their children to receive a quality education in a program that fosters such values as community, open mindedness and global perspective.

While the majority of our International and Temporary Stay students arrive in secondary 4, there has been an increase in the enrollment at the junior levels as well in recent years. The percentage of Temporary Stay students has been rebounding to pre-pandemic levels, whereas the percentage of international students has been declining over the past few years.

The students come from varied socio-economic backgrounds with a large majority who are middle-class and a significant minority (over 30%) who experience socio-economic challenges. The *Indice de milieu socio-économique* (IMSE) is an index given to a school by the Ministry that describes the socio-economic backgrounds from which the students come. The **IMSE for our school is 7**, with 10 being the lowest possible level. Schools with an index greater than 7 receive additional funding from the Ministry.

Marymount Academy International offers an International **Baccalaureate Middle Years Programme (IBMYP)**. The program aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. As part of the MYP, all students must complete community and service requirements through volunteering

with our various partners. In the final year of the program, all students must complete a Personal Project of their choosing which allows them to demonstrate the skills and knowledge acquired during the MYP in service to the community or personal development. In the IB MYP at the secondary 1 and 2 level, students receive French instruction in content areas of Géographie, Histoire, and Sciences. At the secondary 3, 4 and 5 level, IB MYP students generally continue to follow an enriched French language program (Français langue seconde, enrichi), though we make accommodations for students who have little prior exposure to french (international and temporary stay students).

As of Secondary 4, there are 2 academic streams. Students with an average of 75% or greater in math/science may opt to follow the *Science Path*, which include advanced math and science in Secondary 4, and advanced math and physics and chemistry in secondary 5. The *Arts Path* consists of regular math at both levels, with an increased focus on social sciences.

Marymount has a significant portion of students that have learning difficulties. Currently **28%** of our students follow an **Individualized Educational Plan (IEP)**, yet only **19 %** of students have an educational code that recognize their learning difficulty, which allows for such accommodations as extra time for assessments and access to assistive technology. The **STEP Resource Centre** is the central hub for support to all students who have an IEP, and those who do not. The centre is open every day, including lunch, and after school. Resource teachers, tutors, and childcare workers offer support to these students, who may drop-in on their own time or may be directed by a classroom teacher for one-on-one support during class time. The Resource teacher coordinates and/or provides specialized interventions for students that may include consultation with professionals/specialists, training in assistive technology, etc.

Marymount Academy International has been developing a **Response to Intervention (RTI)** initiative, over the past 4 years. RTI focuses on early and continuous identification, assessment and assistance of students who have learning needs. The model includes in-class intervention (Tier 1) and skill-specific intervention outside of class (Tier 2). Our model of Tier 2 intervention involves students receiving more focused support, which can be done in small groups, or one-on-one settings. Strategies we have tried include academic clinics and supplementary tutorials (virtual and in person).

The school is led by **one principal** and **one vice-principal**. The teaching staff consists of **twenty-nine teachers**. Additionally, the school has **one guidance counsellor, a psychotherapist, an IB coordinator, a part-time spiritual and community animator, and eight childcare workers** (2 behaviour technicians and 6 attendants) who assist with following up with students and daily intervention in the classroom. There are **two full-time secretaries, a School Organization Technician, five caretakers, a librarian, a lab technician and two cafeteria workers** who support the teaching and administrative team. In addition to this, on an annual basis, the school hires an **extra-curricular activity (ECA) Coordinator, tutors** for math and french, as well as **language tutors** for additional support to our International and Temporary Stay students who wish to improve their proficiency in English and French. The school staff is dedicated and works diligently to support the development of the whole child. Through community partnerships with the the Centre Intégrés Universitaire de Santé et de Services Sociaux (CIUSSS), the school also has **a part-time social worker and a part-time nurse**.

Students have the opportunity to participate in a variety of extra-curricular activities that enhance school life, promote positive engagement and a sense of belonging. Our **Leadership Program** and **Student Council** groups allow students to actively participate in student governance. Students make a connection to school through sports; this plays an important role in school perseverance. The school offers a wide variety of **intramural sports**, such as badminton and soccer, as well as **interscholastic**

sports such as basketball and volleyball, through the **Greater Montreal Athletic Association (GMAA)**. Teachers and support staff coach and mentor students in their extra-curricular endeavors. This has greatly assisted in creating a climate of collaboration and improving school spirit.

The Steel Pan Band and the Stage Band offer students the opportunity to showcase their talents in music, while the Art Vernissage showcases their talents in the fine arts. The school also organizes trips to local venues aimed at enriching the subject curriculum. The school also organizes various trips to destinations such as Stratford for theatre, New York (for graduation) and Quebec City (for winter carnival).

Parental involvement is seen as important. Relations between teachers, parents and students are typically supportive and collaborative. Some parents are very involved and participate in school governance serving on our Governing Board, and others sign up as volunteers. We recognize that a significant portion of our parent community are unable to attend evening events. At the same time, the staff understands the reality that many of these parents face on a daily basis.

Marymount Academy International has also began a partnership with the **Quebec Board of Black Educators (QBBE)**, a non-profit organization that services the academic needs of youth in our neighborhood through after-school tutoring, sports, and summer school programs. As the QBBE operates from our building, this partnership has been mutually beneficial.

MISSION AND VALUES

Marymount Academy International believes in fostering a respectful, caring and inclusive environment, where students are empowered to meet the upcoming challenges of tomorrow.

Marymount Academy International believes in:

- A positive school environment for students from all cultures and backgrounds
- Meaningful instruction and the pursuit of lifelong learning
- A sense of community and partnership among all students
- The drive for excellence
- A strong sense of respect for self, community, environment and others
- Education as a stepping stone to a complete and fulfilling life

THE CONSULTATION

To ensure that all stakeholders were aware of, and had input into, the development of this plan, we used electronic surveys to consult the 3 bodies that make up the school community; being **students, parents and staff**. A **lead team** at the school then compiled these results, interpreted the data and worked to formulate the goals, strategies and approaches that make up this project. In looking at the results, we see that we are generally on track with our parents expectations but have noticed some room for improvement in providing language support for international and temporary stay students. In total, 51 parents completed the survey, and we look at this feedback and input in a constructive manner. The desired result is to ultimately make Marymount Academy International a school that does its best to prepare students for the future.

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.

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

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

Year	Graduation Rate
2021	88%
2022	78%
2023	87.21%

Source: GPI,2023

Interpretation: As can be demonstrated by the table above, our success rate has increased significantly from our previous results and is currently above our 2022 goal of 73.3%.

Objective: To maintain the graduation rate of Secondary 5 students registered on September 30th who obtain their first diploma in the range of 85% or higher 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 2: Marymount Academy International Global Success Rates in Secondary 4 Math and Science Courses (%)

COURSE	School			EMSB		
	2019	2022	2023	2019	2022	2023
Cultural, Social & Technical Math (CST) 4	42.7	60	58.4			69.3
Scientific Math (SN) 4	100	79.4	100			93.7

Source: Charlemagne, 2022

Interpretation

Math CST 4:

The data shows that our results have been trending upwards, yet we remain below the EMSB (by 11.3%) and Provincial (by 8.5%) success rates.

Math 4 SN:

Since we have only 1 group of Math 4 SN per year, this is data from approximately 30 students per year. As such 1 or 2 failures lead to a significant percentage decrease. Generally speaking, most students in this course pass, with an average grade hovering around 85%.

A significant factor in the 2023 success rate was that we registered a sizeable number of students in Secondary 4 who were new to the EMSB in the 2022-2023 school year. In Secondary 4, 34 out of 98 students writing the exam were new to the EMSB and the Quebec Education System. Additionally, there were a number of students at this level who only registered in the 2nd half of the school year, as late as May 2023. For many of these students, unfamiliarity with content and method used in the Quebec Education system proved to be a significant obstacle.

Objectives:

- To increase the global success rate of Secondary 4 students on the Math CST course from **58.4 %** in 2023 to **63 %** by 2027.
- To maintain the average grade of Secondary 4 students on the Math SN course above **85%**.

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 3: Marymount Academy International Global Success Rates on Sec. 4 History of Quebec and Canada

	Marymount Academy International			EMSB		
	2019 *	2022 *	2023	2019*	2022*	2023
History of Quebec & Canada	-	71	71.9	-	-	78.0

Source: Charlemagne, 2022

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

Interpretation: A significant factor in the 2023 success rate was that we registered a sizeable number of students in Secondary 4 who were new to the EMSB in the 2022-2023 schoolyear. 43 out of 127 Secondary 4 students writing the exam were new to the EMSB and the Quebec Education System. Additionally, there were a number of students at this level who only registered in the 2nd half of the school year, as late as May 2023. For many of these students, unfamiliarity with content and method used in the Quebec Education system proved to be a significant obstacle.

Objective:

To increase the global success rate of Secondary 4 students on the History of Quebec and Canada course from **71.9 %** in 2023 to **75 %** by 2027.

Table 4: Marymount Academy International Global Success Rate and Average Grades on English Language Arts Course (%)

YEAR	Marymount Academy International		EMS B	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	94.6	76.3		
2022	93.8	75		
2023	96.51	77.58	97.2	77.5

Source: Charlemagne, 2022

Interpretation:

Our success rates in ELA 5 continue to be in the **90+%** range, which is on par with the EMSB, and the province in general. As such, we have been focusing on raising the average results on the exam to **78%**.

Objective:

To maintain a global success rate in the on the Secondary 5 English Language Arts uniform exam at or above **95%**.

To increase the average grade on the English Language Arts uniform exam from **78%** in 2023 to **80 %** in 2027.

The following table shows the success rates of our students and EMSB students in French Second Language Programs. We will report on the 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 5: Marymount Academy International Global Success Rate and Average Grades on French Second Language (Programme de base) Uniform Exam Reading Component (%)

YEAR	Marymount Academy International		EMS B	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	84.4	74.7	93.4	84.7
2022	57	62.7	86.3	80.9
2023	74	71.6	86.3	79.8

Source: Charlemagne, 2022

Interpretation: As seen in the table above, our success rates in French Second Language (programme de base) have fluctuated over the past 3 years of data, but are higher (71.8%) than the previous data set (2015-2018), which averaged 56.85% over the 4 years. Many students arrive at Marymount with a significant range (from none to low to medium levels) of skills and competencies in French. A significant number of resources are provided to bring the students up to a level of French where they can succeed with the MEQ exams.

Objectives:

To attain a success rate of **75%** or above on the Secondary 5 French Second Language (Programme de base) Reading Component June exam through 2027.

Table 6: Marymount Academy International Global Success Rate and Average Grades on French Second Language (Programme enrichi) Uniform Exam Reading Component (%)

YEAR	Marymount Academy International		EMSB	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	70.8	70.8	84.5	72.9
2022			94.7	80.5
2023	100	79.6	96.8	80.9

Source: Charlemagne, 2022

Interpretation: As shown in the table above, our results in this exam are on par with the school board averages in 2023, and slightly below in 2019. In the 2020-2021, and 2021-2022 school years, we did not offer the FSL Enrichi course, as the ministerial exam was proving to be more and more difficult over the prior years. When the program was adjusted by the Ministry in 2022, we returned to offering the FSL Enrichi course. Note that as this is a small number of students (sometimes as low as 10 to 12), we are being conservative in establishing our goals, as failure of 1 student can potentially equal a drop of 10%.

Objectives:

To maintain a success rate of 80% or above on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam through 2027.

To increase the average grade of students from 79.7% in 2023 to 82% on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam by 2027.

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 7: Marymount Academy International Student Perceptions of Selected School Climate Factors (%)

Factor	SCHOOL Name		EMSB		Canadian Norm
	2019	2023	2019	2023	2022
Bullying and Victimization	18	22	18	22	21
School Safety	48	37	56	47	56
Anxiety	35	28	28	29	33

Source: OURSCHOOL Survey (The Learning Bar), 2022

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

Interpretation:

Generally speaking, our rates of bullying and victimization are stable and on par with EMSB and Canadian norms, which have seen slight increases. Our rates of students feeling safe at school (including to and from the building) have gone down and sits below both EMSB and Canadian norms. Rates of reported student anxiety have gone down and is on par with EMSB norms, but sits below Canadian norms.

The data on school climate is complex and is affected by many variables. We are an inner-city school, located next to a metro station that is a point of convergence for 5 different high schools. These circumstances often lead to conflicts amongst students, and makes it a target area for petty crime such as theft and tagging. These factors have undoubtedly affected our student’s perception of school safety.

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 **37%** in 2023 to **47%** 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 **28%** in 2023 to **24%** in 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 school has increased access to technology for our students over the past several years. Since 2022, we have added 3 new mobile lab units, containing 32 laptops each. We have also added refurbished or replaced the desktop PC's in both our Computer Lab and Library. We also created a new Media lab in 2023 with new desktop and laptop computers, along with a higher end computer specifically for media processing. We also replaced our previous generation of iPads with new units.

In terms of staff competency, we have appointed at least 1 teacher every year as our TIF (Technology Integration Facilitator). This teacher would attend trainings 3 times per year at the school board and would then support other teacher in integrating technology into their teaching practice.

Finally, the most significant change coming out of the COVID era is that ALL teachers now have an active online platform that is used to communicate with students. All teachers have adopted the use of MS Teams and have created these portals for each class. This is used to keep students up to date on assignments, to offer online tutorials, and to serve as a platform to hand in work. It has become an effective organizational tool for both students and teachers.

Objective: 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.**

APPENDIX: OBJECTIVES AT A GLANCE

EMS B OBJECTIVE	OBJECTIVE	Specific Initiatives Towards Improvement
<p>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.</p>	<p>To maintain the graduation rate of Secondary 5 students registered on September 30th who obtain their first diploma in the range of 85% or higher through 2027.</p>	<ul style="list-style-type: none"> - Ensuring newly arrived students have access to support for courses req'd for graduation (Sec 4 & 5) - Continuing Tier 2 and Tier 3 RTI interventions for struggling students (Online/in-person tutorials, Academic Clinics) - Continued data analysis, collaboration and sharing of best practice within specific departments (monthly department meetings) - Offer extra tutorial sessions both online and after school through various MEQ budgets. - STEP Resource Centre and full time resource teacher to follow students on an IEP and oversee adaptations and implementations for resource students.
<p>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.</p>	<p>To increase the global success rate of Secondary 4 students on the Math CST course from 58.4 % in 2023 to 65 % by 2027.</p> <p>To maintain the average grade of Secondary 4 students on the Math SN course above 85%.</p>	<ul style="list-style-type: none"> - Engagement of a full-time math tutor to be present in class time, aiding struggling students, provide after school tutorials - Continuing Tier 2 and Tier 3 RTI interventions for struggling students (Online/in-person tutorials, Academic Clinics) - Continued data analysis, collaboration and sharing of best practice within specific departments (monthly department meetings) - Offer extra tutorial sessions both online and after school through

		various MEQ budgets
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 71.9 % in 2023 to 75 % by 2027.	<ul style="list-style-type: none"> - Offer extra tutorial sessions both online and after school through various MEQ budgets. - Continued Tier 3 RTI Interventions – Academic Clinics - Resource time allocated to help support students struggling in History and/or missing credits
To maintain a global success rate in the range of 95% on the Secondary 5 English Language Arts uniform exam through 2027.	To maintain a global success rate in the on the Secondary 5 English Language Arts uniform exam at or above 95%.	<ul style="list-style-type: none"> - Continuing Tier 2 and Tier 3 RTI interventions for struggling students (Online/in-person tutorials, Academic Clinics) - Continued data analysis, collaboration and sharing of best practice within specific departments (monthly department meetings) - Engagement (when possible) of an ESL tutor to support student still learning English
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 increase the average grade on the English Language Arts uniform exam from 78% % in 2023 to 80 % in 2027.	<ul style="list-style-type: none"> - Continuing Tier 2 and Tier 3 RTI interventions for struggling students (Online/in-person tutorials, Academic Clinics) - Continued data analysis, collaboration and sharing of best practice within specific departments (monthly department meetings) - Engagement (when possible) of an ESL tutor to support student still learning English - Offer extra tutorial sessions both online and after school through

		various MEQ budgets.
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 attain success rate of 75% or above on the Secondary 5 French Second Language (Programme de base) Reading Component June exam through 2027.	<ul style="list-style-type: none"> - Continuing Tier 2 and Tier 3 RTI interventions for struggling students (Online/in-person tutorials, Academic Clinics) - Continued data analysis, collaboration and sharing of best practice within specific departments (monthly department meetings) - Engagement of 2 full time French tutors to help out of province and temporary stay students. - Offer extra tutorial sessions both online and after school through various MEQ budgets.
To maintain a success rate of 90% or above on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam through 2027.	To maintain a success rate of 80% or above on the Secondary 5 French Second Language (Programme enrichi) Reading Component June exam through 2027.	<ul style="list-style-type: none"> - Continuing Tier 2 and Tier 3 RTI interventions for struggling students (Online/in-person tutorials, Academic Clinics) - Continued data analysis, collaboration and sharing of best practice within specific departments (monthly department meetings) - Engagement of 2 full time French tutors to help out of province and temporary stay students - Offer extra tutorial sessions both online and after school through various MEQ budgets.
To increase the average grade of students from 76.7% in 2023 to 79.0% on the Secondary 5 French Second Language	To increase the average grade of students from 79.7% in 2023 to 82% on the Secondary 5 French Second Language (Programme	<ul style="list-style-type: none"> - Continuing Tier 2 and Tier 3 RTI interventions for struggling students (Online/in-person tutorials, Academic Clinics)

<p>(Programme enrichi) Reading Component June exam by 2027.</p>	<p>enrichi) Reading Component June exam by 2027.</p>	<ul style="list-style-type: none"> - Continued data analysis, collaboration and sharing of best practice within specific departments (monthly department meetings) - Engagement of 2 full time French tutors to help out of province and temporary stay students - Offer extra tutorial sessions both online and after school through various MEQ budgets.
<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> - Anti Bullying/anti-discrimination workshops in classes targeted at the Jr levels (behaviour technician), various workshops that address the topic of gender-based discrimination - Guest Speakers/ organizations presenting pro-social behaviour workshops and ongoing support. (I.E. Camp Lift) - Increased awareness education on bullying, discriminatory behaviour, violence, and social media awareness and appropriate use. We have engaged various community groups to present to students at all levels, on varying topics. We have also increased our coordination with local police and STM security, both reactively and proactively.
<p>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.</p>	<p>To increase the rate of secondary students feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 37% in 2023 to 47% in 2027</p>	<ul style="list-style-type: none"> - Anti Bullying/anti-discrimination workshops in classes targeted at the Jr levels (behaviour technician), various workshops that address the topic of gender based discrimination. - Guest Speakers/ organizations presenting pro-social behaviour

		<p>workshops and ongoing support. (I.E. Camp Lift)</p> <ul style="list-style-type: none"> - Consistent and fair interventions from admin in cases that need to be addressed. - Awareness workshops from STM personnel and from SPVM Socio-community officer on good citizenship in public and on public transit. - Ongoing and varied ECA opportunities that promote pro-social behaviours and attitudes (UpHill Athletics, Salaphan Steen Pan Band, GMAA Sports, various ECA Clubs, Blackout Boxing classes, Dance Classes) - Awareness workshop for staff on gender identity issues that arise in school.
<p>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.</p>	<p>To decrease the rate of secondary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 28% in 2023 to 24% in 2027.</p>	<ul style="list-style-type: none"> - Engagement of a licenced psychotherapist 2-4 days per week offering drama therapy in groups, and one-on-one therapy counselling sessions. - Anti Bullying/anti-discrimination workshops in classes targeted at the Jr levels (behaviour technician), various workshops that address the topic of gender based discrimination. - Guest Speakers/ organizations presenting pro-social behaviour workshops and ongoing support. (I.E. Camp Lift) - Awareness workshops from STM personnel and from SPVM Socio-community officer on good

		<p>citizenship in public and on public transit.</p> <ul style="list-style-type: none"> - Ongoing and varied ECA opportunities that promote pro-social behaviours and attitudes (UpHill Athletics, Salaphan Steen Pan Band, GMAA Sports, various ECA Clubs, Blackout Boxing classes, Dance Classes) - Awareness workshop for staff on gender identity issues that arise in school.
<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> - Increased professional development opportunities for teachers. - Adoption and increased use of online platforms (MS Teams) for all classes. - Continued investment in new technology access.