

EDUCATIONAL PROJECT 2023-2027
MIND 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 composed of teachers, the guidance counselor, and support staff, and led by the principal.

GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

The groups consulted in the development of the project include teachers, support staff members, parents, students and administration. Students were consulted via the Our School Survey. Parents were consulted via an online survey and the school's Round Table Evening where discussion topics were generated from the survey sent out to all parents prior to the meeting by administration.

SCHOOL PROFILE

MIND High School offers an alternative program for independent and motivated students seeking to enrich their academic experience by becoming actively engaged in cross-curricular projects and who independently seek their own success. MIND was founded in 1975 to offer an alternative high school setting for self-motivated students who felt they needed a change from the

traditionally larger and more structured high school environment. MIND applied for a status 240 in order to offer an alternative program to a limited enrollment of selected students. Under the Educational Act, according to Article 240, a school board may establish a school with purpose of a specific project and for which the entrance requirements for that program may be different than the enrolment criteria for the other schools in the Board's jurisdiction. MIND has been granted that status and must renew its *Projet Particulier* application every four years.

Since its creation MIND continued to offer a small, safe, and inclusive environment to students from Secondary 3 to 5. In recent years, it became evident through parents' requests received that there was a need for such an alternative environment and program for Secondary 1 and 2 students as well. Therefore during the 2022-2023 school year, the school team submitted an amendment to the status 240 renewal requesting to be allowed growth by offering a complete alternative high school program to students from Secondary 1 to 5. In January 2023, the request was granted, and it was in August 2023 that MIND opened its doors to Secondary 1 and 2 students for the first time.

MIND's alternative program is constantly evolving depending on the students' interest, creativity and potential. While completing the Ministry-prescribed courses which lead to a high school leaving certificate, students take part in many cross-curricular projects as well as community outreach initiatives. The majority of our students go on to post-secondary education. As of 2021, 83% of our students have gone on to post-secondary education.

MIND is located in the Plateau region of Montreal, on the fourth floor of a heritage building. We share the building with Bancroft Elementary School. Though MIND has a separate entrance, we share the gymnasium and a multidisciplinary space that includes books, reference materials and technological tools, known as the "Learning Commons." This cohabitation provides unique opportunities for senior students to positively engage with the younger students of Bancroft. Students can choose to participate in literacy projects, such as reading to the younger children, providing additional support in math and science in the classroom, or organising special events. These activities help both school populations to become responsible citizens and positive contributors to society.

MIND's population is drawn mainly from the island of Montreal with very few students coming from surrounding off-island regions through inter-board agreements. Our students generally come from multicultural, multiethnic communities, and are representative of the English community in and around Montreal. The students come from varied socio-economic backgrounds. The school is also a draw for international students whose parent(s) are in Montreal on temporary-stay visas.

All students eligible for schooling in English are welcome to apply through our school website by submitting a letter of intent, samples of their work, journal writing/reflections and previous report cards. The applications are screened by the head teacher in conjunction with the guidance counselor to learn about the applicant's educational history, interests and needs. As our program is geared towards autonomous learners, we are unable to accept students who are in a failing situation in the core subjects (English Language Arts, French Second Language and Mathematics). Other factors considered part of the application are the student's engagement and level of independence that can be perceived in their report card through teachers' comments and attendance record. Once the application passes the initial screening, a selection interview with a team of teachers, support staff and administration is scheduled to determine whether the student will benefit from the school's approach, and whether they will be able to keep up with the academic demands placed upon them. Our selection process is not only about the student's marks, but also about the student's ability to face cross-curricular projects and to actively take part in class participation and debates required within our program. Students' comfort levels with creativity and community engagement are also assessed during the interview.

We are able to accept a maximum of 20 students per grade and we have room for one section in each grade level. However, given our selection process, we do not always reach capacity. This is reflected in the large fluctuations in our success rates for our Ministry exams, as one student can represent up to 20% of a class in any given year.

Our school population

Our population consists of 66% Canadian students, of whom 62% were born in Quebec. English is reported as the main language used at home by 69% of the student body. Furthermore, 34% of our student population come from different countries and have temporary access to English education as their parents are in Montreal with temporary work permits, study permits or are diplomats, and come from Ukraine, France, Spain, Brazil and Russia, to name a few. MIND offers ongoing registration within the limits of each grade level. In classrooms, teachers foster a welcoming environment where regular MIND students are always ready to support international students. The school team puts in place yearly additional resource support for language acquisition through the various MEQ Measures allocated to our school budget. The school's cultural diversity is very important to the MIND community, and we celebrate this through both academic and cultural aspects of our school's curriculum.

In describing our student population we must also depict the portrait of our students with learning difficulties. We presently have 12% of our students following an Individualized Education Plan (IEP) of which seven students have an official diagnosis of a learning difficulty. With a high number of transient international students, the successful acquisition of both languages varies

at all grade levels and, although students do not have an official IEP, they require multilayered resource and tutoring support to develop the expected level of competency.

The Faculty

The school has a principal and a teaching staff that consists of eight regular teachers. One of them is a head teacher and gets in his/her workload additional administrative tasks to support the principal as there are no vice-principals. In addition to our teaching staff we have one guidance counselor, who follows students' academic path and also provides emotional support when necessary. As support staff we have one secretary, a caretaker, a behaviour technician, a part-time document technician (librarian), and a part-time laboratory technician. The school has access to complementary services for students from the Student Services department at EMSB. This includes a substance abuse counselor, a violence prevention consultant, and a special needs consultant. Most of these resource people are available to the school upon request or as needed. We also hire, through the MEQ Measure budget, extra tutors for French, Mathematics and Science to provide additional individualized support for students when needed.

Community services at MIND include access to a school nurse and a social worker (one day per week) from the Centre Intégré Universitaire de Santé et de Services Sociaux (CIUSSS) who are there to support the students' physical and psychological health. MIND also works in collaboration with the local police department through the "agents socio-communautaires" to offer students informative sessions. We frequently take interns from McGill's faculty of Education as well as interns from the department of Clinical Psychology who are paired with our guidance counselor.

School Organization

Our school runs on a five-day cycle. As part of that weekly schedule, all Fridays end at 2:00 p.m. The afternoon is reserved for students who need to complete missed assignments or attend recuperation sessions with tutors hired by MIND. The teaching staff can use that time to work with the students, hold meetings, run activities, or complete other professional work.

MIND does not have a formal library. To help foster our projects and stimulate student engagement, a decision was made in 2023 to place reference material in the classrooms, where students have easy access to novels, non-fiction literature, Chromebooks/laptops, the EMSB Virtual Library and other resources.

Our extracurricular activities vary from year to year. As our numbers generally do not allow for the creation of an organized sports team, any ECAs we provide come about through student interest over the course of the year, and often in the form of a special-interest club.

MISSION AND VALUES

Our Mission

Empathize, Explore, Collaborate, Innovate.

At MIND, we strive to create a strong sense of the school as a community and instill in each student a sense of responsibility and belonging to that community.

It is our belief that students who enjoy school will be more successful and motivated to succeed. Thus, we are committed to creating an environment where all students feel welcome, safe, important, and comfortable and their voice is valued and respected.

MIND believes that each student is an integral part of the school community. Students are encouraged to explore beyond the confines of the curriculum according to their interests and abilities. Every student is expected to participate in the governance and direction of the school, and community activities. Students are encouraged to participate in school life and community activities. Our aim is to foster independent, inspired, and motivated learners.

We believe in an individualized approach to learning for all students where and when possible. However, we structure the schedule to ensure that students are prepared for ministry exams and to develop their French language competencies.

The key educational values we strive to support at MIND are:

- community,
- academics,
- individual development,
- personal responsibility,
- student involvement.

Our Values

- We believe that students need to be well-rounded academically, socially, and emotionally through the development of critical and analytical skills to become successful community-minded adults.
- We encourage students to develop their own voice, to be open to diverse opinions, and to practice inclusion.
- We help students to be responsible learners through the practice of self-discipline.

THE EDUCATIONAL PROJECT CONSULTATION

In the autumn of 2023, at the school's General Assembly, parents, students and staff were informed of the consultation process through a survey that was to be sent and of the subsequent round-table discussion that would be organised to further discuss and interpret the results. Everyone was invited to take part in the consultation process via email. Once the survey was completed by all parties, the school Educational Project team took the time to go through the results with the parents in attendance at the round table and, together, were able to identify successes and areas of improvement.

Among the successes identified, the positive peer relationships was a highlight. The survey also showed positive feelings between students and their teachers.

Among the areas of improvements identified was that, with the growing number of students, the need to offer additional extracurricular activities has become more apparent. The survey also showed that certain parents would like more opportunities for parental involvement.

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.

Math and Science Courses

Table 1: MIND High School Global Success Rates in Secondary 4 Math and Science Courses (%)

COURSE	MIND			EMSB		
	2019	2022	2023	2019	2022	2023
Cultural, Social & Technical Math (CST)	33.3 (2/6)	66.7 (8/12)	80.0 (4/5)	61.9	66.0	69.3
Scientific Math (SN)	60.0 (3/5)	100 (4/4)	100 (5/5)	95.2	92.6	94.8
Science & Technology (ST)	66.7 (7/11)	93.8 (15/16)	90.0 (9/10)	83.9	85.9	88.3

Source: Charlemagne, 2022

Interpretation: Table 1

Cultural, Social & Technical Math (CST)

Table 1 shows that in 2019, the global success rate in CST was 33.3% (the total number of students in the course was 6 students). The rate increased significantly in 2022 to 66.7% (12 students were enrolled). The success rate increased again in 2023 to 80% (there were 5 students enrolled). The data from our school shows a higher percentage than the board, but it must be noted that our class size is much smaller. It is worth noting that the results in this course for 2019 were anomalous and previous results have stayed in the range of 53.8% to 93.8% over the last ten years. This can be explained by the instability of teaching staff and ongoing student registration and departure within that cohort that affected learning continuity.

Scientific Math (SN)

Table 1 shows that in 2019, the global success rate in SN was 60% (the total number of students in the course was 5 students). The rate increased significantly in 2022 to 100% (4 students were enrolled). The success rate increased again in 2023 to 100% (there were 4 students enrolled). The data from our school shows a higher percentage than the board, but it must be noted that our class size is much smaller.

Science & Technology (ST)

Table 1 shows that in 2019, the global success rate in ST was 66.7% (the total number of students in the course was 5 students). The rate increased significantly in 2022 to 100% (4 students were enrolled). The success rate increased again in 2023 to 100% (there were 4 students enrolled). The data from our school shows a higher percentage than the board, but it must be noted that our class size is much smaller.

Objectives:

To increase the global success rate of Secondary 4 students on the Math CST course from 80% in 2023 to 90% by 2027.

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

To increase the global success rate of Secondary 4 students on the Science & Technology course from 90% in 2023 to 95% by 2027.

History

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: MIND High School Global Success Rates on Secondary 4 History of Quebec and Canada Course(%)

	MIND			EMSB		
	2019*	2022*	2023	2019*	2022*	2023
History of Quebec & Canada	-	100 (16/16)	100 (10/10)	-	-	78.0

Source: Charlemagne, 2022

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

Interpretation: Table 2 shows that the global success rate from the History of Quebec and Canada in 2023 was at 100%. The data from our school shows a much higher rate of success than in the board, but it should be noted that our numbers are much smaller.

Objective:

To maintain the global success rate of Secondary 4 students on the History of Quebec and Canada course at or above 90% through 2027.

English Language Arts

Table 3: MIND High School Global Success Rate and Average Grades on Secondary 5 English Language Arts Course (%)

YEAR	School		EMSB	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	83.3 (13/16)	81.8	96.3	75.4
2022	100 (13/13)	77.7	96.2	78.3
2023	100 (13/13)	84.4	97.2	77.5

Source: Charlemagne, 2022

Interpretation: Table 3 shows that the success rate in the Secondary 5 English Language Arts course is at 100%. This number is higher than our pre-pandemic rates. Though the data from our school shows a higher rate of success than the EMSB, it should be noted that our numbers are much smaller.

Table 3 also shows that the average grade of students on the ELA Secondary 5 exam decreased from 81.8% in 2019 to 77.7% in 2022. The decrease can be attributed to a lack of continuity in the learning environment and increased stress due to pandemic conditions. The average grade increased again in 2023 to 84.4%.

Objectives:

To maintain the global success rate on the Secondary 5 English Language Arts uniform exam at or above 90% through 2027.

To increase the average grade on the English Language Arts uniform exam from 84% in 2023 to 90% in 2027.

French as a Second Language

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

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

YEAR	MIND		EMSB	
	Success Rate	Average Grade	Success Rate	Average Grade
2019	100 (17/17)	90.2	93.4	84.7
2022	84.6 (11/13)	78.8	86.2	81.0
2023	92.3 (12/13)	88.6	86.3	79.8

Source: Charlemagne, 2022

Interpretation: Table 4 shows that the success rate in the Reading Component of the Secondary 5 French Second Language (Programme de Base) course is at 92.3%. Though the data from our school shows a higher rate of success than the EMSB, it should be noted that our numbers are much smaller.

Table 4 also shows that the average grade of students on the Secondary 5 FSL (de base) Reading Component decreased from 90.2% in 2019 to 78.8% in 2022, and then increased again in 2023 to 88.6%. The decrease can be attributed to a lack of continuity in the learning environment and increased stress due to pandemic conditions.

Objectives:

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 average grade of students from 88.6% in 2023 to 92.0% on the Secondary 5 French Second Language (Programme de base) 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 5: MIND High School Student Perceptions of Selected School Climate Factors (%)

Factor	MIND			EMSB			Canadian Norm	Canadian Norm
	2019	2022	2023	2019	2022	2023*	2022	2023
Bullying and Victimization	22	15	14	18	22	–	21	22
School Safety	70	89	53	56	47	–	56	57
Anxiety	24	18	38	28	29	–	33	32

Source: OURSCHOOL Survey (The Learning Bar), 2022

**EMSB data for 2023 is not available at time of writing*

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 5

Bullying and Victimization

Table 5 shows a decrease in the incidence of bullying and victimization at MIND from 22% in 2019 to 15% in 2022, and then again to 14% in 2023.

School Safety

Table 5 shows an increase in school safety from 70% in 2019 to 89% in 2022. School safety decreased to 53% in 2023. This can be attributed to residual effects from the pandemic.

Anxiety

Table 5 shows a decrease in anxiety from 24% in 2019 to 18% in 2022. Anxiety has increased to 38% in 2023. This can be attributed to residual effects from the pandemic.

Objectives:

To decrease the incidence of bullying from 14% in 2023 to 11% by 2027.

To increase the percentage of students who feel safe at school from 53% in 2023 to 60% by 2027.

To decrease the percentage of students who feel anxiety from 38% in 2023 to 20% by 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 staff attends professional development sessions on the Digital Competency offered by the school board or externally. We are also taking part in a pilot project in collaboration with EMSB Educational Services that helped us establish teachers various levels of comfort with each competency and will be helping us align professional development and school projects to further our level of competency.

Our TIF teachers are involved with the social and community outreach project every year. This project relies on students exploring digital technology in different ways to create and disseminate information on various platforms using principles of graphic design, animation, and others (dimensions: Collaboration, Creating Content and Innovation and Creativity). These projects are run through the Personal Orientation Project, Entrepreneurship & Design and Visual Arts courses.

The Information Literacy dimension is addressed in all courses.

APPENDIX: OBJECTIVES AT A GLANCE

EMSB 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 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>The school administration will closely monitor students' results in courses required for graduation to ensure timely intervention if needed.</p> <p>Staff will continue to support international students with extra language courses.</p> <p>Staff will continue to offer tutorials and remedial sessions for students who require extra help.</p>
<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 C2 June exam from 80.0% in 2023 to 90.0% by 2027.</p>	<p>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 create targeted learning activities.</p>
<p>To increase the global success rate of Secondary 4 students on the Math SN C2 June exam from</p>	<p>To maintain the success rate at or above 90% through 2027.</p>	<p>Teachers, using the results of ongoing formative and summative evaluations in both competencies, will determine the students at-risk. Students at risk</p>

		<p>will be provided appropriate remediation.</p> <p>Students will be provided with copies of the EMSB Study Guide for this course to assist them with their review.</p>
<p>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.</p>	<p>To increase the global success rate of Secondary 4 students on the Science & Technology course from 90% in 2023 to 95% by 2027.</p>	<p>Teachers will meet with the Science Consultant to review the results of the exam. They will use the DBMS Item Analysis to identify particular areas of weakness in order to create targeted learning activities.</p> <p>Students will be provided with copies of the EMSB Study Guide to assist them with their review.</p> <p>Students will be provided with additional online resources such as Facile Learning to assist them with learning the course content.</p> <p>Teachers, using the results of ongoing formative and summative evaluations in both the Theory and Practical competencies, will determine the students at-risk. Students at risk will be provided appropriate remediation.</p>
<p>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.</p>	<p>To maintain the success rate at or above 90% through 2027.</p>	<p>Teachers will have regular meetings with the EMSB Social Studies consultant to discuss best practices and receive latest information.</p> <p>Teachers will use the historical method for class assignments to reinforce skills needed for the final exam.</p>

		Teachers, using the results of ongoing formative and summative evaluations, will determine the students at-risk. Students at risk will be provided with appropriate remediation.
To maintain a global success rate in the range of 95% on the Secondary 5 English Language Arts uniform exam through 2027.	To maintain the success rate at or above 90% through 2027.	To improve proficiency in both the reading and writing competencies, teachers will provide more opportunities for students to practice and master reading comprehension using a variety of text types (narrative informational texts in Cycle I and persuasive and argumentative in Cycle II).
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 of students from 84% in 2023 to 90% on the Secondary 5 French Second Language (Programme de base) Reading Component June exam by 2027.	Teachers will also provide increased opportunities for students to practice all forms of writing and expressing themselves in the written and spoken form.
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 maintain the success rate at or above 90% through 2027.	Teachers will provide more opportunities for students to practice and master reading comprehension in the form of practice exams and essay-writing.
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 increase the average grade of students from 88.6% in 2023 to 92.0% on the Secondary 5 French Second Language (Programme de base) Reading Component June exam by 2027.	We will provide various text types (such as graphic novels, <i>textes vus</i> , and so on) to improve inference skills and aid in differentiation. We will create meaningful and authentic reading experiences to foster a love of reading, which will help students work on the reading competency as well as incorporating the oral and

		written production competencies.
To decrease the rate of secondary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from	To decrease the incidence of bullying from 14% in 2023 to 11% by 2027.	We will teach students about empathy, conflict resolution, and the impact of bullying on individuals and the community. We will communicate more frequently with resources at the board to stay abreast of new strategies to address bullying.
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 percentage of students who feel safe at school from 53 in 2023 to 60 by 2027.	We will find new ways to communicate that students have access to support services at school (guidance counselor, social worker, nurse, etc.). We will involve students in creating a safer school environment by promoting student leadership, peer support programs, and student-led initiatives focused on safety, inclusion, and well-being.
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 percentage of students who feel anxiety from 38 in 2023 to 20 by 2027.	We will work to educate students, teachers, and parents about mental health, including common anxiety symptoms and coping strategies. We will incorporate stress management and relaxation techniques into the curriculum, such as yoga, test-anxiety workshops and the like.
To increase the rate of teachers' and classroom support staff's digital		We will attend PD based on needs expressed by our school team.

<p>competence as reported by the Digital Competency Survey by 5% from 2023 to 2027.</p>		<p>PD with any new initiatives on new tech tools to enrich our projects.</p>
	<p>To increase participation in ECAs.</p>	<p>We plan to put more activities in place starting from the beginning of the school year.</p>
	<p>To increase opportunities for parental involvement.</p>	<p>To combat this, we will solicit volunteers during our school-wide projects.</p>