

Plan d'engagement vers la réussite/Commitment to Success Plan

# CS Lester B. Pearson 2018-2022

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## INTRODUCTION

The Lester B. Pearson School Board is the second largest English school board in Quebec serving approximately twenty thousand students in the Youth Sector and an additional eight thousand in its Continuing Education Sector.

The Board's territory includes five Boroughs of the City of Montréal (Verdun, LaSalle, Lachine, Pierrefonds-Roxboro, Île Bizard-Sainte Geneviève) and the municipalities of Dorval, Pointe-Claire, Dollard-des-Ormeaux, Sainte-Anne-de-Bellevue, Senneville, Kirkland, Beaconsfield and Baie d'Urfé. In addition, the territory also includes twenty-three municipalities to the west of the island of Montreal, between the Ottawa and St. Lawrence Rivers west to the Ontario border. These are: the entire island of L'Île-Perrôt; the municipalities of Très-Saint-Rédempteur, Sainte-Marthe, Saint Justine-de-Newton, Saint-Clet, Côteau-du-Lac, Les-Coteaux, Saint-Polycarpe, Saint-Zotique, Rivière-Beaudette, Saint-Télesphore, Les Cèdres, Pointe-des-Cascades, Île-Cadieus, Vaudreuil sur-le-Lac, Vaudreuil-Dorion, Hudson, Saint-Lazare, Rigaud and Pointe-Fortune.

The Board is responsible for a network of thirty-six Elementary Schools, thirteen Secondary Schools and eight Adult & Vocational Training Centers. In addition, the Board operates Alternative Learning Centers, Ministry of Social Affairs Schools, and an International Language Center.

We, the members of the Lester B. Pearson School Board community believe in a vision of *Achieving excellence by maximizing the potential of each individual*. We hold the following values to be true:

- **Community:** We promote local and global citizenship through strong engagement.
- **Inclusion:** We reflect and celebrate diversity.
- **Innovation:** We support creativity and a spirit of inquiry.
- **Integrity:** We commit to honesty, equity and accountability.
- **Respect:** We foster a respectful, nurturing and safe environment.



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## Provincial Alignment

Lester B. Pearson School Board is committed to the attainment of the objectives laid out by the Ministère de l'Éducation et de l'Enseignement Supérieur (MEES) 2017-2030 in its Policy on Educational Success.

We are very proud of our success rate and we are very much aware, however, that it speaks to only one area of success which is qualification/certification. As a school board, we have been reflecting on what is a true measure of success. This has forced us to look deeper than the typical data that is generated to symbolize success. The real question of success for our board is whether students are engaged, interested, curious and invested in their learning. Teaching for learning rather than for the exams is our goal. Success on exams should be the secondary outcome but not the focus. For the Lester B Pearson School Board, having every student engaged in their learning is the ultimate definition of success.

Consequently, engagement, achievement and wellness, have emerged as the main pillars for all stakeholders. By targeting our interventions with a focus on transitions, through sound reflection on Deep Learning (specifically, leveraging digital), and with attention to wellness, Lester B. Pearson School Board will address the identified challenges to pursue success for all students. Addressing these challenges will allow us to attain MEES objectives.

We recognize that each school community has its specificities and it is best equipped to identify and address the success of their students. Each school will determine its plan with regard to these challenges and the larger MEES objectives, with the support of the school board. The Educational Project of each school will define student success issues, based on data and observable elements. It will also outline actions and strategies taken towards measurable outcomes.



To address achievement, wellness and engagement, Lester B. Pearson School Board will continue to support School Success Teams. These are collaborative, voluntary groups composed of teachers, principals and other staff members from within each school and center, focused on success for all students. To drive ongoing improvement, members of the teams will look at learning and engagement across the curriculum and the conditions needed to make learning successful for all learners.

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## Engaging Our Team/Consulting Our Community

### Initial Consultation LBPSB

In the spring of 2016, the Council of Commissioners of the Lester B. Pearson School Board launched a full public consultation on a set of strategic objectives which constituted the core outcomes of a year-long process of reflection with the board's management team. The bulk of that team consisted of individuals occupying positions of leadership in the board's schools and centers, specifically its principals, vice-principals, center directors and assistant center directors.

The plan, titled "Engaging Learners for Life", identified three specific strategic orientations:

- Improving Achievement
- Ensuring Wellness
- Strengthening Engagement

Within those three general categories, eight specific objectives were articulated and established. Measurable indicators were identified for these objectives and specific targets were set for each. Those indicators and targets, along with the general strategies identified for each objective were shared with the community over the course of the consultation process and responses from stakeholders were received and considered prior to its adoption.

We were proud of our initial plan and believed that it represented the true focus of our team. We felt it was efficient, clear and concise. We were pleased when it was well received by stakeholder groups during the general consultation period. It was formally adopted by resolution at a Council meeting in May, 2016. Since that date, we have been aligning our actions around the specific objectives and orientations of the plan and accounting for our progress towards its goals in our Annual Report to the Community.



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## MEES Policy on Educational Success

In the fall of 2017, the Ministère de l'Éducation et de l'Enseignement supérieur (**MEES**) released its first *Policy on Educational Success*. This policy grew from a series of public consultations held across the province in the fall of 2016 and represents a long-term vision of schools and schooling on the part of the Ministry.

The MEES Policy on Educational Success is based upon three broad areas of intervention which served as a framework for both the provincial consultation process and the building of Ministry objectives. Those broad areas of intervention are:

- Everyone achieving their full potential
- An inclusive environment for development, learning and success
- Mobilization of partners and stakeholders in support of educational success

In addition, the Policy on Educational Success identified specific measurable objectives within six education related domains. Many of these domains and objectives mirrored those which were included in the LBPSB Spring 2016 public consultation.

In the fall of 2017, the LBPSB team re-engaged with its 2016 plan with the intention of re-orienting it and adapting it to meet the demands of the new MEES orientations. The target was a revised public consultation which was launched in the spring of 2018. Once again, all stakeholders, including Governing Boards, municipalities, Student Representative Committees, Parent Committees, Special Needs Advisory Groups as well as the general public were invited to comment on the new plan and its orientations. While general feedback was again welcomed, special attention and focus was drawn to the new elements specifically called for by the Policy on Educational Success.

The new, revised plan was officially adopted by the LBPSB Council of Commissioners in June 2018.

## Objective 1: Reduce the gap in success rates between various groups of students

As an inclusive system, Lester B. Pearson School Board has always paid attention to differences in success among students. Our differentiated approach and pedagogical flexibility have been central to discussions on classroom practice and student success. Using a resource school model to discuss practices, along with support by Educational Services and Student Services, teachers consider the needs of every student.

Objective 1	Reduce the gap in success rates between various groups of students								
	Provincial situation					Lester B. Pearson School Board			
	2014-2015 data (2008-2009 cohort)			Target 2022	Target 2030	2014-2015 data (2008-2009 cohort)		Target 2022	Target 2030
	Success rate	Gap	Gap	Gap	Success rate	Gap	Gap	Gap	
Boys	73.8%	All sectors	10.1%	6.1%	5%	83.7%	8.4%	5% max	5% max
Girls	83.9%					92.1%			
Students with handicaps, social maladjustments or learning difficulties	48.3%	Public sector	34.1%	25.3%	12.4%	60.5%	32.2%	24.2%	12.4%
Regular students	82.4%					92.7%			
Start secondary school in a disadvantaged area	69.0%	Public sector	8.9%	6.5%	4.5%	67.90%	21%	15%	10%
Other areas	77.9%					88.9%			
First-generation immigrants	75.0%	Unidentified	3.8%	3.0%	2%	69.60%	18.8%	12%	5%
Other students	78.8%					88.4%			

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## Objective 1.1 : Reduce the gap in success rates between students in advantaged and disadvantaged areas

The Secondary School Network of the Lester B. Pearson School Board is made up of thirteen high schools. As a school carrying an SEI of 9, Beurling Academy in Verdun is the one school for which specific attention must be paid to gaps in achievement rates. This MEES objective only applies to schools carrying a *Socio-Economic Index* of 8, 9 or 10. The LBPSB has always recognized the particular situation of Beurling Academy and the community it serves. The MEES objectives bring an imperative to concretize some of the ongoing interventions at Beurling into a cohesive plan of action and a mechanism for considering the impact of said plan.

### Specific targets identified for Beurling Academy (MEES Objective 1)

Objective	General Strategy	Indicator	Baseline	Target
Reduce the gap in success rates between students in advantaged and disadvantaged areas.	Build Secondary School action plan for SEI index 8,9,10 school.	Disparity between percentage of LBPSB students receiving first degree or qualification before aged 20 and percentage from disadvantaged areas* receiving first degree or qualification. (*SEI of 8,9 or 10)	22.9% disparity between 2014-15 first degree/qualification rate for Beurling Academy (67.9%) and "non-disadvantaged" LBPSB (90.8%)	Reduce to 15% by 2022
		Action plan articulated for SEI 8,9,10 school	Not currently formalized.	Plan complete by January 2019.

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## Objective 2: Reduce the proportion of students starting public secondary school at age 13 or older

The usual practice of the Lester B. Pearson School Board is to keep students within their age-related cohort. However, there have been exceptions. The decision is based on an analysis of drawbacks and benefits to students. It is done case by case, by a school team in consultation with professionals and parents, with serious consideration for a variety of factors (academic, socio-emotional). Consequently, our students starting secondary school at age 13 or older is much below the target established by the MEES.

Objective 2	Reduce the proportion of students starting public secondary school at age 13 or older					
	Provincial situation			Lester B. Pearson School Board		
	Reference year	Targets		LBPSB - Reference year	LBPSB - Targets	
	2016-2017 cohort	2022	2030	2015-2016	2022	2030
	Proportion of students	12.5%	11.4%	10%	3.9%	5% max



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### Objective 3: Raise the 7 year cohort graduation and qualification rate

At Lester B. Pearson School Board, inclusion is embedded in the philosophy and is common practice. There is also awareness of the importance of a variety of options and paths to meet the needs of a very diverse clientele in terms of academic performance but also of engagement, motivation and relevance. Our operating philosophy continues to be, “Meet the student where they are!”

To this end, the following opportunities are available to students across the board :

Work Oriented Training Pathway (WOTP)

- Centre de formation en récupération (CFER)
- Vocational programs
- Programs centered on the arts, sports, sciences, technology and robotics
- Programs with enriched academics
- International Baccalaureate programs
- Adult education
- Alternative programs (in-house programs with lower ratios and alternative schedule/setting)

Objective 3	Raise the 7 years cohort graduation and qualification rate					
	Provincial situation			Lester B. Pearson School Board		
	Reference year	Targets		LBPSB - Reference year	LBPSB - Targets	
	2008-2009 cohort	2022	2030	2008-2009 cohort	2022	2030
Students under 20 obtain a first diploma (SSD or DVS)	-	-	85.0%	86.0%	88%	90%
Students under 20 obtain a first diploma or qualification	78.8%	84.0%	90.0%	87.80%	90.0%	92.0%

## Objective 4: Increase the level of bilingualism and biliteracy of our students

As a Quebec English school board, the official language of instruction at Lester B. Pearson is English. In English Language Arts, there is no compulsory MEES Grade 4 exam. Thus, Lester B. Pearson School Board does not have results that pertain to this objective and cannot set standards in this regard. However, there is a Grade 6 MEES compulsory exam, with a narrative component. Lester B. Pearson students have a very high success rate on this narrative component of the English Language Arts MEES exam in Grade 6 (90% in 2017). This exam can represent our measure of success for this objective.

Recognizing the importance of students to fully contribute to their community and Quebec society, the teaching of English and French for high levels of proficiency is essential to each school's Educational Project. As such, relevant measures have been selected as a indicators of student success in English and French, including results on board-wide or Ministry-imposed evaluations in French and English in elementary Grade 6 and secondary 5 high school level.

Objective 4	Increase the level of bilingualism and biliteracy of our students					
	Reference year	Targets		LBPSB - Reference year	LBPSB - Targets	
	2008-2009 cohort	2022	2030	2008-2009 cohort	2022	2030
Grade 4 , composition component of the grade 4 language of instruction (french board only) ministerial examination in the public system	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
ELA Narrative component - Grade 6 language of instruction -Ministerial examination in the public system	-	-	-	June 2015 Reading 85%	88%	90%
Reading component of the grade 6 French Second Language (FSL de base and Immersion) - Local examination	n.a.	n.a.	n.a.	June 2015 Lecture - 84%	86% (2020) 88% (2022)	90%
Secondary 5 MEES FLS exam	-	-	-	91% (June 2015)	maintain	maintain
Secondary 5 MEES ELA exam	-	-	-	90% (June 2015)	maintain	maintain

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## Objective 5: Ensure that all school buildings are in satisfactory condition

The school board's current overall facility condition index is rated C. Each building is rated based upon the amount of repairs and renewal work required in a building. This indicates that, board wide, less than 15% of the capital assets require replacement or refurbishment.

Assuming MEES funding for capital projects is maintained and/or increased, the school board's target by 2020 is to have an overall facility condition index of B, less than 10% of the capital assets require replacement or refurbishment.

The maintenance and improvement of the school board's overall facility condition correlates to the funding provided by MEES. A rule of thumb is that a minimum of 2% of your asset total should be spent annually on maintaining the condition of capital assets. The expectation moving forward is that funding rates will exceed this figure to ensure all boards, including LBPSB, have the capacity to improve building conditions.

Objective 5	Ensure that all school buildings are in satisfactory condition					
	Provincial Situation			Lester B. Pearson School Board		
	Reference year	Targets		LBPSB - Reference year 1	LBPSB - Targets	
	2017-2018	2022	2030	2017-2018	2022	2030
% of schools, centers and buildings in satisfactory condition according to the Facility Condition Index (FCI)	68.0%	85.0%	100.0%	80%	90%	100.0%

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## Supplementary Orientations

The MEES has identified two supplementary orientations within its plan:

1. Increase the proportion of the adult population of Québec who demonstrate high-level literacy skills according to PIAAC 2022 by contributing to enhancing and maintaining the literacy skills of the adult population located on the territory of the school board

Based on the Politique gouvernementale de l'éducation des adultes (Government Policy on Adult Education), school boards offer a variety of services to adult learners in our centres and CLC's. The goal is to increase their level of literacy and skills to fully integrate into society and join the workforce. Specifically, the LBPSB's AGE centers provide support to the sector in order to offer a variety of services for adult students. This is to increase the level of literacy and integration into society and workforce.

To promote these services to the population located on the territory of Lester B. Pearson School Board, we will continue to nurture and/or develop partnerships with our community partners to identify and reach the targeted population. Our goal is to offer diversified services in AGE and VT as well as to increase the number of VT programs. We welcome students of all generations of immigrants in AGE and VT. In addition, we hope to increase the service of SI and SVI and semi-skills programs and develop the offer of Distance Education. Equally important, to strengthen links with High Schools and school board departments such as Finance and Complementary Services in order to increase retention..

2. Have elementary students physically active at least 60 minutes per day.

The Lester B. Pearson School Board fully supports the wellness orientation of the ministry to ensure student physical activity at the elementary level. Our 2016 public consultation identified wellness as a principle strategic orientation of the board. That orientation was confirmed and validated in the spring 2018 consultation and it remains a core focus of our organization.

With respect to the specific call for 60 minutes of physical activity per day, each school will determine its specific plan to meet that objective. The plan will consider both structured time (ex. Physical Education class) and unstructured time (ex. Recess,

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lunch program, daycare). Particular local initiatives such as DEAM (Drop Everything and Move) or MWC (Morning Walk Club) will be encouraged and shared as innovative approaches to addressing this challenge.

At the district level, particular attention will be paid to professional development opportunities for employees working in our daycare and lunch programs to help build skills to support this orientation. In particular, LBPSB recognizes the balance which must be struck between structured and unstructured play for children and the critical role these employee groups play in managing periods of unstructured activity. Collaboration between elementary physical education teachers and daycare/lunch staff will be encouraged and material support will be provided schools in order to properly equip daycare/lunch programs for success.

## Annexe 1: Specific Challenges

Broad area of intervention		Challenges		Orientations	
1	Everyone achieving their full potential	1	Early, rapid and ongoing intervention	1.	Act early and rapidly
				1.	Act continuously and in a concerted manner
		2	Foundations and paths for lifelong learning	2.1	Develop literacy and numeracy skills starting in early childhood and continuing throughout life
				2.2	Integrate 21st-century competencies and digital technologies more effectively
				2.3	Develop diversified paths for vocational training based on Québec's development priorities and students' interests
		3	Adapting to diversity and different needs and educational paths	3.1	Recognize diversity and value everyone's contribution
				3.2	Provide accessible, quality educational services adapted to diverse needs
				3.3	Take action at all levels of governance to ensure equal opportunity
		2	An inclusive environment for development, learning and success	4	Quality educational and pedagogical practices
4.2	Ensure the development and adoption of best educational and pedagogical practices				
4.2	Update methods for the evaluation of learning and insure their integrity				
5	An inclusive, healthy, safe, stimulating and creative environment			5.1	Offer a welcoming, safe and caring living environment that fosters discussion, communication and enriching personal and social relationships
				5.2	Offer a living environment that incorporates cultural, physical, sports, scientific and entrepreneurial activities
6	Qualify, future ready resources and infrastructures			6.1	Ensure access to quality educational and pedagogical resources and technological infrastructures and foster the optimal use of digital technologies
		6.2	Improve the quality of equipment, facilities and building infrastructures to ensure educational support and sustainable development		
3	Mobilization of partners and stakeholders in support of educational success	7	Better support for parental engagement	7.1	Promote parental engagement and support the relationship between family and educational setting
				8.1	Schools, the value of school staff and the role of educational childcare services
		8	Concerted community support	8.2	Strengthen ties between educational settings and community stakeholders
				8.3	Increase the contribution of the educational system to the vitality of the territory and the maintenance of small communities