

# STRATEGIC PLAN | *Engaging learners for life*





The excellent foundation previously established by our two highly successful Strategic Plans for the years 2006-2009 and 2010-2015 has led to the creation of our most ambitious and attainable plan to date. I am indeed proud to have the opportunity to introduce to our stakeholders our 2015-2020 Strategic Plan.

Refined and developed with three sustainable directions that address success at all levels, the Board continues to focus on areas that target improvements in achievement, ensures wellness and enhances engagement throughout the entire organization. With an objective to increase the number of students under the age of 20 who graduate or acquire a qualification to 90% by 2020, and surpassing the Ministry of Education's own expectations, we have positioned the Lester B. Pearson School Board, once again, to be the leader in public education in Quebec.

The 2015-2020 Strategic Plan is a living document with a pulse that matches the needs of our students and staff for the next five years. It adapts as the needs change and creates new pathways as required to ensure success for all. To achieve this our objectives, strategies and indicators will guide our efforts and the resources within the organization, and by continuing to provide measurable standards for each objective, the board once again embeds transparency and accountability into this new Strategic Plan.

Without doubt this Strategic Plan reflects our determination to channel all our resources to the improvement of the excellence we have achieved and continue to pursue.

*Michael Chechile*

# Lester B. Pearson School Board



## Commission scolaire Lester-B.-Pearson

### 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, Sainte-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.

### VISION *Statement*

We, the members of the Lester B. Pearson School Board community comprising students, parents, teachers, professionals, support staff, administrators and commissioners, value:

- A respect for self, for each other, for our diversity and for our environment;
- Striving for excellence by maximizing the potential of each individual and by promoting a commitment to lifelong learning;
- The fostering of responsible citizenship, cooperation and a strong sense of community;
- The importance of a caring, nurturing and safe environment that is responsive to the needs of all;
- An atmosphere of openness, honesty, integrity and accountability.

| YOUTH SECTOR   |                                 |                     |
|--|---------------------------------|---------------------|
| ELEMENTARY SCHOOLS                                     |                                 |                     |
| Allion   | Kingsdale Academy               | St. Charles         |
| Beacon Hill  | Lasalle Jr.                     | St. Edmund          |
| Beechwood  | Lasalle Sr.                     | St. John Fisher Jr. |
| Birchwood  | Maple Grove                     | St. John Fisher Sr. |
| Children's World Academy                               | Margaret Manson                 | St. Patrick         |
| Christmas Park   | Mount Pleasant                  | Sunshine            |
| Clearpoint   | Pierre Elliott Trudeau          | Terry Fox           |
| Dorset   | Riverview                       | Verdun              |
| Dorval   | Sherbrooke Jr.                  | Westpark            |
| Edgewater  | Sherbrooke Sr.                  | Wilder-Penfield     |
| Evergreen  | Soulanges                       |                     |
| Forest Hill Jr.  | Springdale                      |                     |
| Forest Hill Sr.  | St. Anthony                     |                     |
| SECONDARY SCHOOLS                                      |                                 |                     |
| Angrignon  | John Rennie                     | Riverdale           |
| Beaconsfield   | Lakeside Academy                | St. Thomas          |
| Beurling Academy                                       | Lasalle Community Comprehensive | Westwood Jr.        |
| Bourbonnière   | Lindsay Place                   | Westwood Sr.        |
| Dawson   | Macdonald                       |                     |
| Horizon  | Pierrefonds Comprehensive       |                     |
| INTERNATIONAL STUDIES PROGRAM                          |                                 |                     |
| John Killingbeck Center                                |                                 |                     |
| CONTINUING EDUCATION                                   |                                 |                     |
| ADULT CENTERS  |                                 |                     |
| Verdun Adult and Vocational Center (Beurling location) |                                 |                     |
| Pearson Adult & Career Center                          |                                 |                     |
| Place Cartier  |                                 |                     |
| Sources Adult & Career Center                          |                                 |                     |
| VOCATIONAL TRAINING CENTERS                            |                                 |                     |
| Verdun Adult and Vocational Center (Beurling location) |                                 |                     |
| Gordon Robertson Beauty Academy                        |                                 |                     |
| Pearson Adult and Career Center                        |                                 |                     |
| Pearson Electrotechnology Center                       |                                 |                     |
| Sources Adult & Career Center                          |                                 |                     |
| West Island Career Center                              |                                 |                     |

- The Lester B. Pearson School Board works with its community to provide a healthy, safe, respectful and inclusive learning environment in which there is flexibility for all students to reach their full potential.
- The Lester B. Pearson School Board prepares individuals to assume their roles as responsible, competent and successful citizens who are capable of working cooperatively within an ever-changing society.
- The Lester B. Pearson School Board measures its actions and decisions against the core values stated in the Lester B. Pearson School Board Vision Statement.

The Lester B. Pearson School Board Strategic Plan for 2015-2020, outlines a clear direction and defines our priorities for the coming five years. The development and creation of the 2015-2020 Strategic Plan forms part of the on-going process of measuring our achievement based on the directions, strategies and benchmarks defined in the 2010-2015, document. It is built on a strong foundation of work and ensures that our goals are achievable, our progress is measurable, and that we are accountable to those who place their trust in the Lester B. Pearson School Board.

Student success is the force that drives our actions. We believe that the three identified directions of our new strategic plan: Improving Achievement, Ensuring Wellness and Strengthening Engagement represent the key areas that will increase the success rate of our students and further distinguish us in the broader Education Community.

Student certification and qualification remain critical success factors. The Lester B. Pearson School Board has consistently been among the top performing school boards in the province in these particular measures. In the next five years we have taken on the challenge of increasing our graduation and qualification rate to 90.0%. Our ultimate goal is to produce graduates who are able to thrive and prosper in our bilingual culture.

This Strategic Plan has been developed with input from all of our stakeholders. It is well aligned with previous strategic directions of the Ministry of Education Superior Education and Research. By its very design, the Strategic Plan cannot address every concern or every aspect of the School Board's operations. However, this plan is stronger because of the broad range of input we received. It will surely solidify our vision of being the English School Board of choice in which to learn and work. Lester B. Pearson looks forward to working closely with its stakeholders and partners in the coming years as we strive to further improve and refine our approach as outlined in our new Strategic Plan.

### Qualification and Graduation Rate

| Year of First Registration Secondary 1 H.S. | Lester B. Pearson School Board                      |         |         |         | Public School Boards (72SB)                         |         |         |         | Province of Quebec                                  |         |         |         |
|---|---|---------|---------|---------|---|---------|---------|---------|---|---------|---------|---------|
|   | 2004-05   | 2005-06 | 2006-07 | 2007-08 | 2004-05   | 2005-06 | 2006-07 | 2007-08 | 2004-05   | 2005-06 | 2006-07 | 2007-08 |
| Diploma or Qualification up to:             | 2011  | 2012    | 2013    | 2014    | 2011  | 2012    | 2013    | 2014    | 2011  | 2012    | 2013    | 2014    |
|   | <b>Diploma and Qualification Combined by Sector</b> |         |         |         | <b>Diploma and Qualification Combined by Sector</b> |         |         |         | <b>Diploma and Qualification Combined by Sector</b> |         |         |         |
| <b>Total Both Sexes</b>                     | 83.7  | 82.8    | 86.2    | 87.3    | 69.3  | 71.0    | 71.9    | 73.8    | 73.4  | 75.0    | 75.8    | 77.7    |
| Youth Sector                                | 76.7  | 76.6    | 78.8    | 80.9    | 61.0  | 63.2    | 64.3    | 65.8    | 66.1  | 68.3    | 69.3    | 70.8    |
| Adult Sector                                | 6.5   | 5.9     | 7.0     | 6.2     | 6.4   | 5.7     | 5.5     | 5.9     | 5.6   | 5.0     | 4.7     | 5.1     |
| Vocational Training                         | 0.5   | 0.3     | 0.4     | 0.2     | 2.0   | 2.1     | 2.1     | 2.1     | 1.7   | 1.7     | 1.8     | 1.8     |
| <b>Total Both Males</b>                     | 80.6  | 77.5    | 82.7    | 81.7    | 63.1  | 65.3    | 66.4    | 68.1    | 67.6  | 69.6    | 70.6    | 72.5    |
| Youth Sector                                | 72.6  | 70.8    | 74.6    | 75.0    | 54.7  | 56.8    | 58.1    | 59.3    | 60.1  | 62.2    | 63.3    | 64.7    |
| Adult Sector                                | 7.2   | 6.2     | 7.4     | 6.4     | 5.8   | 5.6     | 5.4     | 5.8     | 5.2   | 4.9     | 4.8     | 5.2     |
| Vocational Training                         | 0.8   | 0.4     | 0.7     | 0.3     | 2.6   | 2.9     | 2.9     | 3.0     | 2.3   | 2.5     | 2.5     | 2.6     |
| <b>Total Both Females</b>                   | 87.1  | 88.7    | 90.2    | 93.3    | 75.9  | 77.1    | 77.8    | 79.8    | 79.5  | 80.5    | 81.2    | 83.0    |
| Youth Sector                                | 81.1  | 83.0    | 83.5    | 87.3    | 67.6  | 70.1    | 71.0    | 72.5    | 72.3  | 74.6    | 75.5    | 77.0    |
| Adult Sector                                | 5.8   | 5.5     | 6.6     | 6.0     | 7.1   | 5.9     | 5.5     | 6.1     | 6.1   | 5.0     | 4.7     | 5.0     |
| Vocational Training                         | 0.2   | 0.2     | 0.1     | 0.1     | 1.2   | 1.2     | 1.2     | 1.2     | 1.0   | 1.0     | 1.0     | 1.0     |
|   | <b>Diploma and Qualification Separated</b>          |         |         |         | <b>Diploma and Qualification Separated</b>          |         |         |         | <b>Diploma and Qualification Separated</b>          |         |         |         |
| <b>Total Both Sexes</b>                     | 83.7  | 82.8    | 86.2    | 87.3    | 69.3  | 71.0    | 71.9    | 73.8    | 73.4  | 75.0    | 75.8    | 77.7    |
| Diploma                                     | 83.2  | 82.2    | 85.5    | 86.4    | 66.8  | 67.2    | 66.9    | 68.7    | 71.4  | 71.8    | 71.7    | 73.6    |
| Qualifications                              | 0.5   | 0.6     | 0.7     | 0.9     | 2.5   | 3.8     | 5.0     | 5.0     | 2.1   | 3.2     | 4.1     | 4.1     |
| <b>Total Both Males</b>                     | 80.6  | 77.5    | 82.7    | 81.7    | 63.1  | 65.3    | 66.4    | 68.1    | 67.6  | 69.6    | 70.6    | 72.5    |
| Diploma                                     | 79.7  | 76.7    | 81.8    | 80.7    | 59.8  | 60.3    | 59.9    | 61.6    | 64.9  | 65.5    | 65.2    | 67.2    |
| Qualifications                              | 0.9   | 0.8     | 0.9     | 1.0     | 3.3   | 5.0     | 6.5     | 6.5     | 2.7   | 4.1     | 5.4     | 5.3     |
| <b>Total Both Females</b>                   | 87.1  | 88.7    | 90.2    | 93.3    | 75.9  | 77.1    | 77.8    | 79.8    | 79.5  | 80.5    | 81.2    | 83.0    |
| Diploma                                     | 87.0  | 88.3    | 89.7    | 92.5    | 74.3  | 74.5    | 74.4    | 76.3    | 78.1  | 78.4    | 78.5    | 80.3    |
| Qualifications                              | 0.1   | 0.4     | 0.5     | 0.8     | 1.7   | 2.6     | 3.4     | 3.5     | 1.4   | 2.1     | 2.7     | 2.8     |

### Youth Sector Drop-Out Rate

| Year of Registration    | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|-------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| <b>Total Both Sexes</b> | 15.6    | 12.5    | 13.7    | 13.1    | 20.1    | 18.6    | 18.4    | 17.8    | 17.4    | 16.2    | 16.2    | 15.3    |
| Males                   | 18.1    | 14.4    | 17.0    | 15.9    | 24.8    | 23.1    | 22.7    | 21.9    | 21.5    | 20.1    | 19.8    | 18.8    |
| Females                 | 13.0    | 10.5    | 10.5    | 10.3    | 15.6    | 14.3    | 14.3    | 13.9    | 13.6    | 12.6    | 12.9    | 11.9    |

### Elementary Sector Demographic Portrait

| Year of Registration  | Lester B. Pearson School Board |         |         |         | Public School Boards (72SB) |         |         |         | Province of Quebec |         |         |         |
|---|--------------------------------|---------|---------|---------|-----------------------------|---------|---------|---------|--------------------|---------|---------|---------|
|   | 2011-12                        | 2012-13 | 2013-14 | 2014-15 | 2011-12                     | 2012-13 | 2013-14 | 2014-15 | 2011-12            | 2012-13 | 2013-14 | 2014-15 |
| <b>Total Number of Student Registrations</b>                | 10,688                         | 10,472  | 10,300  | 10,159  | 432,090                     | 438,712 | 449,338 | 463,033 | 465,956            | 472,274 | 483,088 | 497,207 |
| Proportion Students Born Outside of Canada                  | 5.3                            | 5.1     | 4.5     | 4.3     | 8.6                         | 8.8     | 8.8     | 8.8     | 8.8                | 8.9     | 9.0     | 9.0     |
| Proportion of Students Identified with Special Needs        | 17.5                           | 17.5    | 18.6    | 18.6    | 19.5                        | 19.6    | 19.5    | 19.6    | 18.3               | 18.8    | 18.6    | 18.8    |
| Rate of Integration - Students with Special Needs           | 97.6                           | 96.5    | 96.4    | 96.8    | 83.1                        | 83.4    | 83.7    | 84.1    | 81.8               | 82.5    | 82.6    | 83.1    |
| Proportion of Students From Disadvantaged Backgrounds       | 7.8                            | 11.5    | 11.9    | 6.2     | 30.1                        | 30.0    | 30.0    | 30.1    |                    |         |         |         |
| Number of Schools Identified From Disadvantaged Backgrounds | 5                              | 7       | 7       | 3       | 716                         | 715     | 720     | 720     |                    |         |         |         |

### Secondary Sector Demographic Portrait

| Year of Registration  | Lester B. Pearson School Board |         |         |         | Public School Boards (72SB) |         |         |         | Province of Quebec |         |         |         |
|---|--------------------------------|---------|---------|---------|-----------------------------|---------|---------|---------|--------------------|---------|---------|---------|
|   | 2011-12                        | 2012-13 | 2013-14 | 2014-15 | 2011-12                     | 2012-13 | 2013-14 | 2014-15 | 2011-12            | 2012-13 | 2013-14 | 2014-15 |
| <b>Total Number of Student Registrations</b>                | 10,576                         | 10,010  | 9,549   | 9,157   | 338,770                     | 327,216 | 318,132 | 312,748 | 427,316            | 414,242 | 403,890 | 397,166 |
| Proportion Students Entering with Delay                     | 3.8                            | 3.5     | 3.5     | 4.3     | 13.2                        | 13.8    | 13.6    | 13.6    | 11.4               | 11.8    | 11.7    | 11.8    |
| Proportion Students Born Outside of Canada                  | 5.0                            | 5.1     | 5.7     | 6.3     | 9.3                         | 10.0    | 10.5    | 11.0    | 9.5                | 10.2    | 10.7    | 11.2    |
| Proportion of Students Identified with Special Needs        | 21.3                           | 24.1    | 26.4    | 26.1    | 25.8                        | 27.0    | 27.5    | 28.5    | 20.9               | 22.9    | 23.4    | 24.5    |
| Rate of Integration - Students with Special Needs           | 87.0                           | 87.3    | 87.9    | 87.4    | 53.6                        | 57.2    | 57.6    | 60.0    | 52.4               | 56.5    | 58.5    | 61.1    |
| Proportion of Students Registered in Private Schools        | 19.0                           | 18.5    | 18.8    | 19.0    | 29.8                        | 29.9    | 29.7    | 29.7    | 20.5               | 20.8    | 21.1    | 21.1    |
| Proportion of Students From Disadvantaged Backgrounds       | 5.6                            | 5.5     | 5.5     | 5.4     | 230                         | 231     | 216     | 214     |                    |         |         |         |
| Number of Schools Identified From Disadvantaged Backgrounds | 2                              | 3       | 1       | 2       |                             |         |         |         |                    |         |         |         |



**DIRECTION 1: Improving Achievement**

**Objective A:**  
To increase the number of students under the age of 20 who graduate or acquire a qualification to 90% by 2020.

**General Strategies:**

- Focus intervention in schools and centers with success rates below the Board average.
- Develop and build upon existing curricular options and evidence-based delivery models that provide flexibility and engage students' diverse talents, and interests.
- Align the budget with the strategic plan objectives and optimize the use of resources for maximum impact on student learning.
- Ensure an equitable distribution of resources that prioritizes the needs of our students.
- Focus on improving recruitment, retention and success for the Work Oriented Training Path (WOTP).
- Ensure secondary students with special needs are registered in the appropriate pathway/program.
- Raise awareness of available internal and external resources to support student success.
- Ensure that transition plans are established in a timely manner for students with special needs.
- Promote continuing education as a viable pathway for students and support transitions at critical points in schooling.
- Focus support to students under 20 years of age entering vocational training without a prior diploma or qualification or returning to school after an interruption in studies.

| Indicator   | Baseline  | Target             |
|---|---|--------------------|
| Secondary school graduation and qualification rate.   | 78.2% <sup>1</sup><br>(LBPSB 5 yr. cohort June 2014)                    | 79.5% <sup>1</sup> |
| Secondary school qualification rate.  | 0.6% <sup>2</sup><br>(June 2014)  | 2% <sup>2</sup>    |
| Percentage of students with special needs aged 18-21 exiting the youth sector with a Transition école vie active (TEVA) plan. | 0   | 100%               |
| Continuing education graduation and qualification rate before the age of 20.  | 7.4% <sup>3</sup><br>(AVE contribution to LBPSB 7 yr. cohort June 2014) | 8.5% <sup>3</sup>  |

\*Note: The global success rate for students under 20 is calculated by combining the graduation rate of the 5 year cohort<sup>1</sup>, the annual qualification rate<sup>2</sup> and the contribution from Continuing Education<sup>3</sup>.

**DIRECTION 1: Improving Achievement**

**Objective B:**  
To increase student success in elementary school Mathematics, English Language Arts and French.

**General Strategies:**

- Develop a common understanding of the evaluation criteria for each competency.
- Engage teachers in collaborating to use appropriate data, to inform instruction.
- Board-wide focus on recognizing, supporting, and celebrating educational and community initiatives that strengthen Biliteracy.
- Support schools of under privileged areas, in numeracy and literacy through partnership with "A Montreal School For All".
- Provide on-going professional development in balanced literacy, differentiated instruction, second language acquisition, evaluation and technology.

| Indicator  | Baseline  | Target                   |
|--|---|--------------------------|
| Success rate End of Cycle III Elementary Math exam.                            | 78%: June 2015 LBPSB Uniform Cycle III Exam                 | 83%                      |
| Success rate End of Cycle III Elementary English Language Arts exam (Reading). | 85%: June 2015 LBPSB Uniform Cycle III Exam (new indicator) | 88%                      |
| Success rate End of Cycle III Elementary French exam (Reading).                | 90%: June 2015 LBPSB Uniform Cycle III Exam (new indicator) | Maintain rate of success |

**DIRECTION 1: Improving Achievement**

**Objective C:**  
To increase student success in secondary school Mathematics, Science and Technology, History and Citizenship, English Language Arts and French.

**General Strategies:**

- Focus interventions in schools with success rates below the Board average.
- Develop a common understanding of the evaluation criteria for each competency.
- Engage teachers in collaborating to use appropriate data to inform instruction.
- Increase the level of inquiry used in teaching science and technology.
- Provide on-going professional development in differentiated instruction, second language acquisition, evaluation and technology.
- Continued professional development on the use of "Portfolio d'écriture et de lecture".
- Improve use of "Les questions à réponse élaborée: un outil pour mieux réussir".
- Board-wide focus on recognizing, supporting, and celebrating educational and community initiatives that strengthen Biliteracy.

| Indicator   | Baseline   | Target                   |
|---|--|--------------------------|
| Success rate Secondary IV Math Options.                               | 71%: success rate across Secondary IV options (final course result including exam) | 73%                      |
| Success rate Secondary IV General and Applied Science and Technology. | 80%: success rate across Secondary IV options (final course result including exam) | 82%                      |
| Success rate Secondary IV History and Citizenship Education.          | 72%: success rate across Secondary IV options (final course result including exam) | 74%                      |
| Success rate Secondary V English Language Arts.                       | 90%: success rate (final course result including exam)                             | Maintain rate of success |
| Success rate Secondary V French.                                      | 91%: success rate across Secondary V options (final course result including exam)  | Maintain rate of success |

**DIRECTION 2: Ensuring Wellness**

**Objective A:**  
To strengthen healthy lifestyles and positive mental health.

**General Strategies:**

- Continued support and implementation of the Healthy Schools and Communities Planning Approach.
- Maintain a professional development emphasis on socio-emotional learning, health promotion and prevention.
- Monitor and follow cohort trends with respect to student anxiety levels paying particular attention to gender disparities.
- Implement and maintain the annual school engagement portrait via Tell Them From Me Student Engagement Thematic Report.
- Encourage participation in school clubs and teams.
- Based on survey results develop and make available to school/center staffs a portrait of staff wellness initiatives and activities available.
- Ensure employee needs are met through capacity building and professional development.
- Regular review of TTFM survey with staff, students and community.

| Indicator   | Baseline  | Target  |
|---|---|---|
| Tell Them From Me Survey (TTFM) Social Engagement Indicator: Sense of Belonging in School*. | Elementary school 84.00%: 3 yr. survey average 2012-2015<br><br>Secondary school 67.00%: 3 yr. survey average 2012-2015 | Elementary and Secondary: 2% above the national average by 2020   |
| Staff portrait of school/center based wellness initiatives and activities.                  | N.A.  | Create survey by the end of the 2016-2017 school year<br><br>Administer survey to staff cohort during the 2017-2018 school year |

\*We acknowledge that the TTFM Survey as structured is not designed for use with an adult population. Procuring an appropriate tool for measure in this domain is a priority. TTFM indicators cited in this plan exclude populations in our Continuing Education sector.

**DIRECTION 2: Ensuring Wellness**

**Objective B:**  
To encourage learners to adopt a healthy and physically active lifestyle.

**General Strategies:**

- Increase collaborative community partnerships for projects that target active living.
- Continue elementary school sports tournaments.
- Promote extra curricular sports teams and activities.
- Provide workshops for educators, students and Kindergarten parents on nutrition and healthy living.
- Provide workshops to daycare staff and workers on nutrition following the "Programme de perfectionnement pour les employés en Service de Garde".
- Support and encourage centers in establishing and maintaining initiatives promoting a healthy and physically active lifestyle.
- Support and expand programs that foster healthy living.

| Indicator  | Baseline           | Target                 |
|--|--------------------|------------------------|
| The number of continuing education centers with initiatives promoting a healthy and physically active lifestyle. | 3 out of 7 centers | 7 centers each year    |
| Number of schools implementing annually three or more specific initiatives promoting healthy lifestyle choices.  | New indicator      | 80% of schools by 2020 |

**DIRECTION 2: Ensuring Wellness**

**Objective C:**  
To foster safe and caring relationships within the school, the community and the digital environments.

**General Strategies:**

- Build partnerships to support student success and well being.
- Increase the awareness and engagement of all stakeholders in the Digital Citizenship Program.
- Provide professional development activities for schools system wide to support LBPSB Digital Citizenship Program.
- Ensure all schools monitor and continually update their Anti-Bullying/Anti-Violence Plan (Law 19).
- Continue to encourage schools to provide opportunities for staff and student training in intervention and coping strategies for instances of bullying and/or violence in schools.
- Support schools in maintaining the annual school safety portrait via the Tell Them From Me Bullying and School Safety Thematic Report.
- Encourage participation in extracurricular activities for all students.

| Indicator  | Baseline  | Target                                   |
|--|---|--|
| Tell Them From Me (TTFM) Elementary School Indicator: Feel Safe Attending School (Bullying and School Safety Report).  | Girls 8.1%<br>Boys 8.1%<br>Feeling unsafe at school June 2015 | Girls 5%<br>Boys 5%<br>by October 2019   |
| Tell Them From Me (TTFM ) Secondary School Indicator: Feel Safe Attending School (Bullying and School Safety Report).* | 13.9% Girls<br>16.3% Boys<br>Feeling unsafe at school         | 10% Girls<br>13% Boys<br>by October 2019 |

\*We acknowledge that the TTFM Survey as structured is not designed for use with an adult population. Procuring an appropriate tool for measure in this domain is a priority. TTFM indicators cited in this plan exclude populations in our Continuing Education sector.



**DIRECTION 3: Strengthening Engagement**

**Objective A:**  
To have our students engaged in their learning.

**General Strategies:**

- Encourage initiatives emphasizing cooperation, creativity, communication, critical thinking and entrepreneurship.
- Provide professional development sessions that foster cooperation, creativity, communication, critical thinking and entrepreneurship.
- Board-wide focus on recognizing, supporting, and celebrating endeavors that foster an "Entrepreneurial Spirit".
- Improve process to recognize the diverse contributions of staff and stakeholders towards strategic plan objectives.
- Differentiate the educational experience to effectively engage, appropriately challenge, and ensure mastery for every student.
- Implement and maintain annual school engagement portrait via the Tell Them From Me Student Engagement Thematic Report.
- Promote the vocational trades through multiple mediums: websites, brochures and social media.
- Annual board level initiatives designed to expose students to educational and career pathway options.

| Indicator   | Baseline   | Target  |
|---|--|---|
| Tell Them From Me Survey Intellectual Engagement Indicators: Skills Challenge (secondary only) Interest and Motivation. | Tell Them From Me Secondary Challenge: 6% above the National Average 2014-2015           | 10% Above the National average 2017-2020 Composite National Average |
| Tell Them From Me (TTFM) Socio-Emotional Outcome Students Interested and Motivated.                                     | Elementary School Baseline: 8% above the Three Year National Average Composite 2013-2015 | 10% Above the National average 2017-2020 Composite National Average |
| Tell Them From Me (TTFM) Socio-Emotional Outcome Students Interested and Motivated.                                     | Secondary School Baseline: 4% above the Three Year National Average Composite 2013-2015  | 6% Above the National average 2017-2020 Composite National Average  |

**DIRECTION 3: Strengthening Engagement**

**Objective B:**  
To have our students engaged in the world around them.

**General Strategies:**

- Encourage initiatives and innovative teaching practices fostering global citizenship, volunteerism, environmental awareness and bilingualism for all students.
- Broaden international education opportunities from within and outside the school board territory.
- Communicate information, actions, challenges, and success stories to the community on a frequent basis and in a transparent manner.
- Ensure that our digital environment is progressive, consistent and accessible.
- Establish board-wide strategy for managing school/center digital presence.
- Recruit and maintain active partners in the following domains of interest: Science & Technology; Media and Entertainment; Health Sciences; Environmental Sciences; Business and Entrepreneurship; Law and Public Safety; Industries aligned with vocational programs; Sports & Recreation; Community Service.
- Showcase the contribution of active partners on the Board website and social media.
- Support schools towards increasing their student registration in Français enrichi.
- Recruit, hire and retain qualified French educators committed to graduating biliterate students.
- Support and encourage opportunities for students to utilize and practice French comprehension, written and oral skills outside of the classroom setting.

| Indicator  | Baseline                   | Target                                      |
|--|----------------------------|---|
| The number of Digital Citizenship Program (DCP) workshops offered.   | 3 per year                 | Maintain 3 per year                         |
| The number of Educational Technology Summer Institute days.  | 3 days per year            | Maintain 3 days per year                    |
| The number of schools/centers with active social media links integrated into their home web page. (Twitter, Facebook, blogs, ...). | 37% of schools and centers | 100% of schools and centers by June 2020    |
| The number of active partnerships by domain of interest.   | N.A.                       | 2 partnerships per domain each year         |
| Development and implementation of board wide criteria for students to qualify for a bilingual certificate.                         | N.A.                       | Framework in place system wide by June 2020 |

