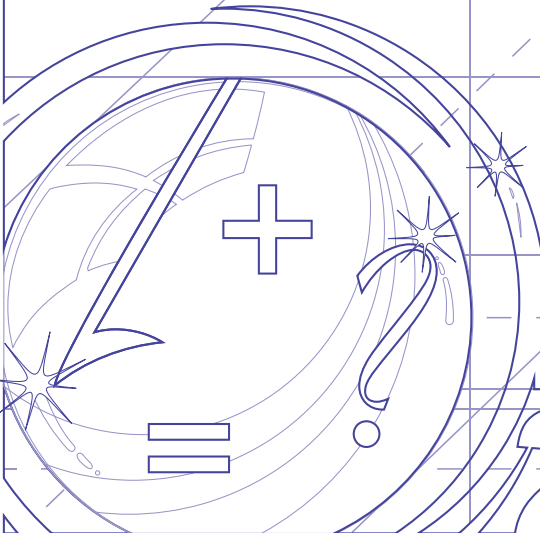


Commitment to Success Plan

Lester B. Pearson School Board

2023-2027



L B P S B

2023-2027

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For more information please contact:
Lester B. Pearson School Board
1925 Brookdale Ave.,
Dorval, Quebec, Canada H9P 2Y7
514.422.3000 • www.lbpsb.qc.ca

Introduction

The Lester B. Pearson School Board is the second largest English language school board in Quebec, serving approximately 19,000 students in the Youth Sector and an additional approximately 3,500 students in the Continuing Education Sector. The Board's territory includes five Boroughs of the City of Montréal (Verdun, LaSalle, Lachine, Pierrefonds-Roxboro, L'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 Montréal, between the Ottawa and St. Lawrence Rivers west to the Ontario border. These are: Notre-Dame-de-L'Île-Perrot, Pincourt, Terrasse-Vaudreuil, Ville de L'Île-Perrot, Très-Saint-Rédempteur, Sainte-Marthe, Sainte-Justine-de-Newton, Saint-Clet, Coteau-du-Lac, Les Coteaux, Saint-Polycarpe, Saint-Zotique, Rivière-Beaudette, Saint-Télesphore, Les Cèdres, Pointe-des-Cascades, L'Île-Cadieux, Vaudreuil-sur-le-Lac, Vaudreuil-Dorion, Hudson, Saint-Lazare, Rigaud and Pointe-Fortune.

The Board is responsible for a network of 36 elementary schools, 10 secondary Schools and 2 adult and 6 vocational training centres. For many years, the LBPSB has welcomed students from around the world in our schools and centres as part of our international program.

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 share and promote the following values:

Community: We promote local and global citizenship through active engagement.

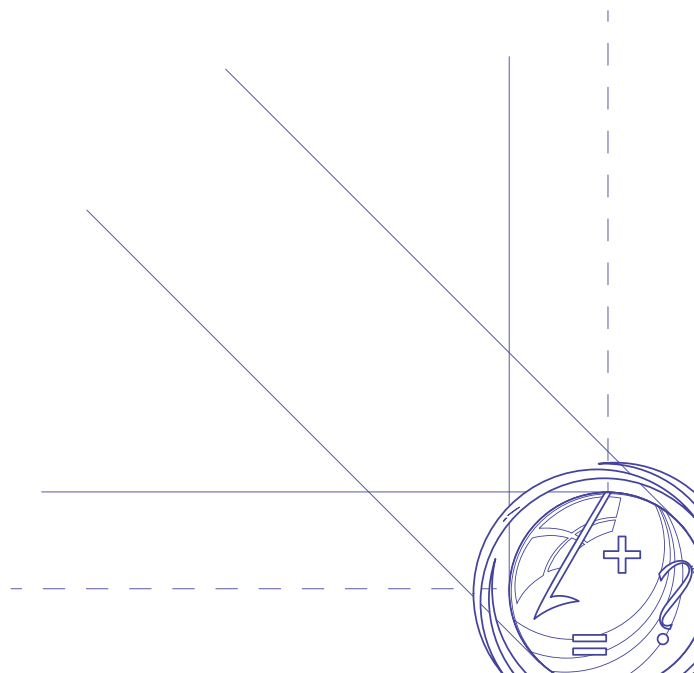
Inclusion: We embrace and celebrate our diversity.

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.

The Lester B. Pearson School Board's commitment to Equity, Diversity, Dignity, and Inclusion is illustrated through our ongoing initiatives and reflected in our "**Commitment to EDDI**" document on our website.



School Board Context

The School Board's Commitment-to-Success plan is developed within the broader context of our diverse community and the evolving educational landscape. Our community is composed of a diverse spectrum of exceptional students, encompassing a wide range of cultural backgrounds, language proficiencies, and economic circumstances. It is imperative that our Commitment-to-Success plan embraces a transformative approach anchored in the normalization of difference, to ensure equitable and justice- driven outcomes for all students.

Furthermore, the educational landscape is continuously evolving, with new research, pedagogical approaches, and societal demands shaping the way we educate our students. Our plan embraces research-based approaches to instruction and support, ensuring that our practices align with the latest evidence and best practices. By staying responsive to these changes, we can better prepare our students for success in an ever-changing world.

In this context, our Commitment-to-Success plan emphasizes the importance of equity, diversity, dignity, inclusion, social-emotional health, leadership, and support for diverse learners. It is grounded in the understanding that every student deserves a high-quality education that meets their unique needs and fosters their holistic development. Through collaboration, partnerships, and ongoing evaluation, we aim to continuously improve our educational practices and create an environment where every student feels valued, supported, and empowered to achieve their full potential.

Provincial Alignment

The Ministry of Education developed a strategic plan comprised of 5 orientations and 9 objectives. Please note this table does not indicate orientations 4 and 5, or objectives 3, 6, 7, 8, 9, as they do not pertain to school boards. Language used in the MEQ Strategic Plan is not subject to modification by the LBPSB and is not necessarily reflective of our views on **equity, diversity, dignity, and inclusion**.

Orientation 1: Make the success of our students a top priority for Quebec society
Objective 1: Increase student success rates
Orientation 2: Make Vocational training a truly attractive option
Objective 2: Modernize and enhance vocational training
Orientation 3: Making schools and centres welcoming spaces
Objective 4: Develop new specific “Special School Project”
Objective 5: Maintain a climate of caring, well-being and safety in schools and centres

To attain the targets set by the Ministry of Education, the Lester B. Pearson School Board developed a Commitment-to-Success plan comprised of 3 orientations and 9 objectives that is aligned with the orientations set by the Ministry of Education, ensuring coherence and synergy in our efforts to enhance education in Quebec.

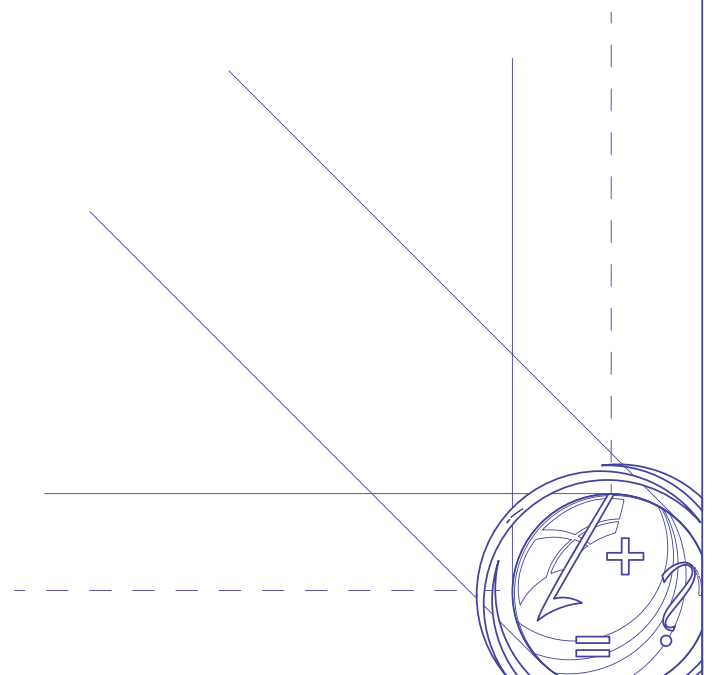
LBPSB Orientation 1: Improve effectiveness at meeting the academic needs of diverse learners.
LBPSB Objective 1: Increased enrollment in different pathways to success
LBPSB Objective 2: Ensure all schools and centres develop and implement a process to ensure they regularly assess students growth and plan to act on areas of challenge
LBPSB Objective 3: Increased systemic capacity to meet the needs of students
LBPSB Orientation 2: Enhance the leadership of in-school/centre teams at the LBPSB.
Objective 4: Established effective onboarding and mentoring program for all employee groups
LBPSB Objective 5: Improved principal/director and teacher collaboration towards implementation of research-based practices for instruction and support
LBPSB Objective 6: Improved work efficiency related to the flow of information, and communication structures at the school board
LBPSB Orientation 3: Make social emotional health a priority at the LBPSB.
Objective 7: Improved sense of well-being in the LBPSB community
Objective 8: Improved sense of belonging in the LBPSB community
Objective 9: Lead with empathy throughout the network

Ministry of Education Strategic Plan 2023-2027

Orientation 1: Make the success of our students a top priority for Quebec society				
Objective 1: Increase student success rates	Provincial situation		LBPSB situation	
	Baseline data	Target 2026-2027	Baseline data	Target 2026-2027
Indicator 1: Rate of obtaining a first diploma or a first qualification in 7 years after entering secondary school	84.10%	86.80%	90%	90%
Indicator 2: Success rate of boys	80.10%	82.50%	87.70%	90%
Indicator 3: Success rate of students with exceptionalities (IEPs)	62.20%	63.80%	71.60%	75%
Indicator 4: Rate of students obtaining a grade of 70% or higher in the compulsory mathematics test, 6th year of elementary school, in the public network	66%	75%	70.13%	75%
Orientation 2: Make Vocational training a truly attractive option				
Objective 2: Modernize and enhance vocational training	Provincial situation		LBPSB situation	
	Baseline data	Target 2026-2027	Baseline data	Target 2026-2027
Indicator 5: Rate of obtaining a vocational training diploma after 3 years	80.90%	84.90%	TBD	84.90%
Orientation 3: Making schools and centres welcoming spaces				
Objective 4: Develop new specific “Special School Project”	Provincial situation		LBPSB situation	
	Baseline data	Target 2026-2027	Baseline data	Target 2026-2027
Indicator 6: Participation rate of secondary school students in the public network in a “Special School Projects”	44.60%	75%	21%	75%
Objective 5: Maintain a climate of caring, well-being and safety in schools and centres	Provincial situation		LBPSB situation	
	Baseline data	Target 2026-2027	Baseline data	Target 2026-2027
Indicator 7: Proportion of schools and centres using the benchmark on student well-being, developed on the basis of research data, to analyze the situation in their environment	0%	100%	0%	100%

LBPSB Guiding Principles

In developing our Commitment-to-Success plan, we have established three guiding principles that orient our approach to education. Firstly, we **prioritize promoting evidence-based data and research**. Using data-driven insights, we ensure that our decisions and interventions are grounded in proven effectiveness, fostering continuous improvement and informed decision-making. Secondly, we **approach all orientations through an equity, diversity, dignity, and inclusion lens**. Recognizing the unique experiences and needs of our diverse student population, we strive to create an inclusive and equitable learning environment that honours the dignity of every individual. Finally, we **emphasize board-wide coherence**, ensuring alignment and collaboration across all levels of our educational system. Through these orientations, we aim to deliver high-quality education that empowers every student to succeed and thrive.



LBPSB Specific Orientations – – – – –

LBPSB Orientation 1: Improve Effectiveness in Meeting the Academic Needs of Diverse Learners

We prioritize improving our effectiveness in meeting the academic needs of diverse learners by recognizing their unique backgrounds, abilities, and learning styles. Our inclusive and supportive learning environment implements evidence-based instructional strategies, targeted interventions, and differentiated support to ensure equitable access to quality education. Through collaboration, ongoing formative assessment, and implementation of innovative and evidence-based pedagogical practices, we enhance our ability to meet the diverse academic needs of all students, empowering each learner to achieve their full potential.

LBPSB Objective 1: Increased enrollment in different pathways to success

Our objective is to raise awareness of and enrollment in various pathways to success, including vocational studies, adult education, and work-oriented training paths. We highlight the value of these alternative routes and provide comprehensive guidance, promoting inclusivity. By empowering students to explore and pursue pathways aligned with their interests, skills, and aspirations, we enable them to make informed decisions about their educational and career goals.

LBPSB Objective 2: Ensure all schools develop and implement a process to ensure they regularly assess student growth and plan to act on areas of challenge

Our objective is to enhance students' foundational knowledge, strengthening core areas such as literacy, numeracy, critical thinking, and problem-solving. Addressing learning gaps through targeted interventions, we equip students with a solid foundation to support their academic journey. Through engaging instructional strategies and personalized support, we empower students to develop the essential knowledge and skills required for program completion and future success.

LBPSB Objective 3: Increase systemic capacity to support students

Our objective is to enhance our educational system's capacity to support the needs of students. In recognition of the challenges they face, we invest in professional development, implement evidence-based instructional approaches, and provide comprehensive social-emotional support. By building a resilient and responsive system, we ensure students receive the necessary resources and support to thrive in a post-pandemic educational landscape.

LBPSB Orientation 1: Improve Effectiveness at Meeting the Academic Needs of Diverse Learners

This orientation aligns with the Ministry's objective of making the success of our students a top priority for Quebec society. By recognizing and addressing the unique academic needs of our diverse learners, we aim to provide each member of the LBPSB community with equitable and inclusive educational opportunities, ensuring their success and engagement.

LBPSB Objective 1: Increased enrollment in different pathways to success	Indicator Baseline Data	2026-2027 Target
LBPSB Indicator 1: Increased number of students from LBPSB who enroll in adult or vocational training programs	266	279 (5% improvement)
LBPSB Indicator 2: Increased number of communications with families to support enrollment in Work Oriented Training Path	TBD	(5% improvement)
LBPSB Objective 2: Ensure all schools/centres develop and implement a process to ensure they regularly assess student growth and plan to act on areas of challenge	Indicator Baseline Data	2026-2027 Target
LBPSB Indicator 3: Percent of schools/centres yearly identifying student foundational needs to be prioritized	Unknown	100%
LBPSB Indicator 4: Percent of schools/centres yearly implementing measures to support identified needs	Unknown	100%
LBPSB Indicator 5: Percent of schools/centres yearly evaluating the efficacy of implemented measures	Unknown	100%
LBPSB Objective 3: Increased systemic capacity to meet the needs of students	Indicator Baseline Data	2026-2027 Target
LBPSB Indicator 6: Our School Survey Positive teacher-student relations	Elem: 7.8 HS: 5.3 Adult: TBD in 2023-24 Voc: TBD in 2023-24	Elem: 8.2 (5% improvement) HS: 5.6 (5% improvement) Adult: (5% improvement) Voc: (5% improvement)
LBPSB Indicator 7: Reduced number of student absences <ul style="list-style-type: none"> Absences exclude Field trips, lates, office, planning room, work study, excused from class, central planning, activity, early dismissal, guidance, learning centre, TLC, sports, nurse, sent home for dress code, FSSTT, home study. 	Absences Elem: 149, 022 (2022) HS: 129, 942 (2022) Adult: by period Voc: % hours missed (unjustified absences) Absences Elem: 99, 477 (2018) HS: 103, 345 (2018)	Elem: 130, 826 (10% reduction) HS: 119, 832 (10% reduction)

LBPSB Orientation 2: Enhance the Leadership of In-School/Centre Teams

We prioritize enhancing the leadership of in-school/centre teams as a critical aspect of our strategic plan. Recognizing the pivotal role of school leaders in driving positive change, we strive to foster a culture of strong leadership and collaboration. Through targeted professional development, mentorship programs, and ongoing support, we empower school/centre leaders to effectively lead their teams, promote a positive school/centre climate, and inspire innovative instructional practices. By enhancing leadership capabilities at the school/centre level, we create a foundation for continuous improvement and student success.

LBPSB Objective 4: Establish effective onboarding and mentoring program for all employee groups

Our fourth objective focuses on establishing an effective onboarding and mentoring program for all employee groups. Recognizing the importance of a smooth transition into our organization, we aim to provide comprehensive orientation and support to new employees. Through a structured onboarding process and mentoring initiatives, we ensure that employees feel welcomed, supported, and equipped to contribute effectively to our educational mission. By fostering strong connections, professional growth, and collaboration, we create a positive and inclusive work environment that promotes employee success and retention.

LBPSB Objective 5: Improved principal/director and teacher collaboration towards implementation of research-based practices for instruction and support to students

Our fifth objective focuses on improving the implementation of research-based practices for instruction and support through collaboration between principals/directors and teachers. We recognize the importance of evidence-based approaches in enhancing student learning outcomes. By staying abreast of current research, providing professional learning opportunities, and establishing a culture of continuous improvement, we aim to ensure that instructional practices align with the latest research findings. Schools and adult centres are asked to work on improving one of the Cross Curricular Competencies or Broad Areas of Learning.

LBPSB Objective 6: Improved work efficiency related to the flow of information and communication structures

Our sixth objective is to enhance work efficiency by improving the flow of information and communication structures within our educational system. We recognize the importance of clear and effective communication for collaborative decision-making and smooth operations. By implementing streamlined communication channels, leveraging technological solutions, and promoting transparent information-sharing practices, we aim to eliminate bottlenecks, reduce redundancies, and ensure timely and accurate communication among stakeholders. By improving work efficiency in this area, we create a more productive and cohesive environment for all members of our educational community.

LBPSB Orientation 2: Enhance the Leadership of In-School/Centre Teams

This orientation corresponds with the Ministry's goal of raising the quality of teaching. By empowering and enhancing the leadership capabilities of our teams, we strive to improve instructional practices, foster collaborative decision-making, and promote continuous professional development, ultimately raising the overall quality of teaching.

LBPSB Objective 4: Established induction and mentoring program for all employee groups	Indicator Baseline Data	2026-2027 Target
LBPSB Indicator 8: Our School Survey (staff) Job satisfaction metric	TBD	5% Improvement
LBPSB Indicator 9: Number of departments who have implemented an induction process	TBD	All
LBPSB Indicator 10: Staff retention rate of regular employees after 2 years	TBD	5 % Increase
LBPSB Objective 5: Improved principal/ director and teacher collaboration towards implementation of research-based practices for instruction and support	Indicator Baseline Data	2026-2027 Target
LBPSB Indicator 11: Percent of schools and adult centres who have collaborated to select 1 Cross Curricular Competency or Broad Area of Learning, to improve on	Unknown	100% yearly
LBPSB Indicator 12: Percent of schools and adult centres who have implemented practices to improve on 1 Cross Curricular Competency or Broad Area of Learning	Unknown	100% yearly
LBPSB Indicator 13: Percent of schools and adult centres who have reported on the success of the implemented practices	Unknown	100% yearly
LBPSB Objective 6: Improved work efficiency related to the flow of information, and communication structures	Indicator Baseline Data	2026-2027 Target
LBPSB Indicator 14: Effective communication and information structure is in place at the board level. Principal/director survey to determine level of satisfaction	TBD	90% of principals/ director feel the communication and information structure in place improves work efficiency.

LBPSB Orientation 3: Make Social-Emotional Health a Priority at the LBPSB

At the LBPSB, we prioritize making social-emotional health a fundamental aspect of our Commitment-to-Success plan. We recognize the profound impact of emotional well-being on student success and overall school climate. Through this orientation, we commit to creating a nurturing and supportive environment that fosters positive mental health for students, staff, and the wider community. We will use evidence-based practices for social-emotional learning, provide comprehensive support services, and promote a culture of civility, empathy, understanding, and inclusivity. By prioritizing social-emotional health, we aim to ensure the holistic well-being of every individual within our educational community.

LBPSB Objective 7: Improved sense of well-being in the LBPSB community

Our seventh objective focuses on improving the sense of well-being within the LBPSB community. We aim to create a positive and supportive environment where students, staff, and families feel safe, valued, and respected. Through various initiatives such as wellness programs, and community engagement activities, we strive to enhance the overall well-being of our community members. By fostering a sense of belonging, connection, and support, we aim for a stronger, healthier, and thriving LBPSB community.

LBPSB Objective 8: Improved sense of belonging in the LBPSB community

Our eighth objective focuses on enhancing the sense of belonging within the LBPSB community. We recognize the importance of creating an inclusive and welcoming environment where all students, staff, and families feel a strong connection and sense of belonging. Through targeted initiatives such as diversity and inclusion workshops, cultural awareness, and community-building activities, we aim to foster a sense of unity, acceptance, and respect. By valuing and celebrating the unique identities and contributions of every individual, we strive to create a cohesive and inclusive LBPSB community.

LBPSB Objective 9: Lead with empathy throughout the network

Our ninth objective centres around leading with empathy throughout the LBPSB network. We recognize the importance of empathetic leadership in creating a supportive and compassionate educational environment. We commit to fostering a culture of empathy, understanding, and kindness, starting from the highest levels of leadership. Through professional learning, and modeling empathetic behaviour, we aim to cultivate a leadership approach that values the well-being and unique needs of all individuals. By leading with empathy, we promote a nurturing and inclusive environment where everyone feels heard, valued, and supported.

LBPSB Orientation 3: Make Social-Emotional Health a Priority at the LBPSB

This resonates with the Ministry's objective of making schools and centres welcoming spaces. By prioritizing social-emotional health, we create nurturing and inclusive environments where students, staff, and families feel safe, supported, and valued.

LBPSB Objective 7: Improved sense of well-being of the LBPSB students and staff	Indicator Baseline Data	2026-2027 Target
LBPSB Indicator 15: Our School Survey well-being metric (staff)	TBD	(5% Improvement)
LBPSB Indicator 16: Our School Survey Orientation to well-being (student)	Elem: TBD HS: TBD Adult: TBD Voc: TBD	(5% Improvement)
LBPSB Objective 8: Improved sense of belonging of the LBPSB students and staff	Indicator Baseline Data	2026-2027 Target
LBPSB Indicator 17: Our School Survey Sense of belonging metric (students)	Elem: 69% HS: 54% Adult: TBD Voc: TBD	Elem: 73% (5% Improvement) HS: 57% (5% Improvement)
LBPSB Indicator 18: Our School Survey Sense of belonging metric (staff)	TBD	(5% Improvement)
LBPSB Objective 9: Lead with empathy throughout the network	Indicator Baseline Data	2026-2027 Target
LBPSB Indicator 19: Our School Survey School Environment metric (staff)	TBD	(5% Improvement)
LBPSB Indicator 20: Our School Survey Positive Learning Climate (students)	Elem: TBD HS: 5.2 Adult: TBD Voc: TBD	Elem: (5% Improvement) HS: 5.5% (5% Improvement)

Summary

The LBPSB is committed to achieving a set of objectives that reflect our dedication to equity, diversity, dignity, and inclusion, and the holistic well-being of our educational community. Through our strategic plan, we emphasize the improvement of academic support for diverse learners, increased awareness of different pathways to success, and the enhancement of leadership at all levels. We aim to provide effective onboarding and mentoring programs, implement research-based instructional practices, improve communication structures, and prioritize social-emotional health. By fostering a sense of well-being, belonging, and leading with empathy, we aim for every individual within the LBPSB community receives the support, resources, and opportunities needed to thrive academically, socially, and emotionally.

