



Commission scolaire English-Montréal  
English Montreal School Board



# EDUCATIONAL PROJECT

St. Gabriel School

2019-2022

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# The Educational Project

The educational project is a strategic tool for defining and making known to the educational community of a school the orientations, priorities for action and expected results to ensure the educational success of all students. It is developed in response to the characteristics and needs of the students attending the school and the community's educational expectations.

The goal of the educational project of a school makes it possible to share, with all its educational stakeholders (students, parents teachers and other school staff, as well as representatives of the community and the School Board), a common vision of findings and challenges to create a mobilization around student-centred goals and objectives. The Educational Project describes what the school intends to do to ensure the educational success and well-being of all its students and the efforts that will be necessary to achieve it.

# The Legal Framework

Article 36 of the Education Act states, “In keeping with the principle of equality of opportunity, the mission of a school is to impart knowledge to students, foster their social development and give them qualifications, while enabling them to undertake and achieve success in a course of study.

A school shall pursue its mission within the framework of an educational project.”

The law describes:

- the principal content of the educational project (Article 37)
- the period covered by the project (Article 37.1, 459.3)
- the role of the governing board and the various stakeholders involved in the school community (Article 74)
- the communication of the educational project and its evaluation to the public, in particular the parents and school staff (Article 75)
- the role of the principal in the coordination of the process (Article 96.13)
- the role of the school board in ensuring coherence with the Commitment-to-Success Plan (Article 209.2)

## **Groups that Collaborated in the Development of the Project**

- The governing board
- The school team led by the principal

## **Groups Consulted in the Development of the Project**

- The governing board
- The school's parent community at large
- Community representatives
- All staff, including, teachers, professionals, support staff and daycare personnel

## School Profile

St. Gabriel School has 190 students from pre-kindergarten to cycle 3. The school is situated in Pointe-Saint-Charles, which is an urban area, located in the southwest borough of Montreal. It is bordered by Verdun to the west, Griffintown to the east, Little Burgundy to the north and the Bonaventure Autoroute to the south. The school bussing territory includes Ville Emard from Angrignon Park to Irwin to des Trinitaires Blvd. (both sides) to the west, Waterfront to the east, Waterfront to Bonaventure Autoroute to Aqueduct (limits of Verdun) to the south and the Lachine Canal to the north. As the school's territory is small, only 4 school buses provide transportation services to our students. Approximately 40 students make use of our daycare services. Approximately 91% of the children in the school were born in Quebec with English as their mother tongue. Our families have strong roots in the Irish community. Our programs encourage students to celebrate their cultural heritage while building mutual respect and a strong sense of community.

The poverty index for the school is 10, with 10 being the maximum according to the IMSE Index issued by the MEES. The proportion of single-parent families is 24%. As a significant number of students require academic support, innovative procedures and specialized services are available to students. As a designated ICOR school, St. Gabriel is able to guarantee reduced class sizes, allowing students to receive more individualized attention. ICOR funding also supports many of our social and cultural outings and experiences.

The school offers both a French immersion and bilingual program. In pre-kindergarten and kindergarten, students take part in a full day immersion program, where they complete 100% of their course work in French. From cycle 1 to cycle 3 students complete course work in the bilingual program with 50% in French and 50% in English. The Arts are a primary focus within the curriculum. St. Gabriel School features a dedicated Art room. All students receive one hour of Visual Arts instruction per week with a qualified teacher. There is also a Music teacher. The music room is equipped with a variety of percussion, string and band instruments. All students receive 1.5 hours a week of music instruction. In addition to the Performing Arts, drama is taught to all grades, including preschool. Specialized teachers in Drama dedicate 45 minutes a week for Performing Arts courses.

Approximately 40% of the student population has an I.E.P. There are 40 coded students and 10 students who are currently waiting to be assessed. In order to meet the needs of our students with learning challenges, teachers implement differentiated instruction. We also have three closed classrooms, referred to as SEEDS (Social Emotional Educational Development) classes. These classes are for students who require extra support to regulate their behavior and fine tune their social skills all while working on the academic curriculum. Each SEEDS class is led by a teacher and a behavioural technician. Moreover, students have access to a quiet/sensory room as well as the "Oasis", a calming garden area.

The school staff is comprised of one principal, twenty one teachers, three attendants, six special education technicians, three daycare staff, one secretary and two caretakers. There is a full-time bilingual Resource teacher and a French Resource Aide for 60% of the week. Each Resource staff member has their own classroom space where they can work with students. In addition, there is an IT resource specialist who is available to support IT projects in classrooms and/or for the school at large. There is a choir specialist who leads a choir as part of the school's programming. The school has a library supported by a Library Technician one day a week. There is one teacher designated as the staff assistant. In addition to the attendants and special education technicians, the complementary service team from the school board include a Psychologist, Occupational Therapist, Spiritual and Community Animator and Speech and Language Pathologist. They each come to the school one day a week to work with students one-on-one or in group settings. The school staff is dedicated and works diligently to support our students. The staff is supportive of each other and work as a team in order to develop a safe school climate where students can feel as though they are part of a caring family. The staff has a good overall understanding of how to support the growth of the whole child, and this is further supported by quiet classroom corners, yearly school themes that focus on helping the children to actualize their potential as well as provide inspiration and motivation. Furthermore, staff is trained in Crisis Intervention in order to support the whole child. To support all students in the development of pro-social behaviours, the school has adopted various programs, such as, Kids in the Know, Friendship Week along with recognizing empathy and awareness in a recognition program known as Kids in Action.

There is a variety of computer equipment that is available for teaching (smartboards, laptops and iPads) and our staff continues to explore new methods of teaching with these tools. Students work with iPads in Art and the Grade 4 students work with Chrome books to enhance French Education. All grade 6 is supported by iPads to enhance curriculum. The school has two mobile labs with 15 laptops each for classroom use. The school has an expansive yard and an urban garden playground with an urban beekeeping program.

Parental involvement is an important part of school life. Relations between teachers, parents and students are supportive and collaborative. The members of the Governing Board are actively involved in working to support school improvement. The Parent Participation Organization (PPO) meets regularly and is actively contributes to school life. Some parents are very involved (as in, they volunteer, attend meetings regularly and support school wide events). The school holds annual events for the families of students: A Welcome Back BBQ, Safe School Assemblies, School Concerts, and Graduation Ceremonies to name a few. We continue to develop new events to encourage parents who are less involved in school life to participate in their child's education in a positive manner. Parents are kept informed of all current events and activities through the school's Newsletter.

Some services are offered by the local Centres Intégrés de Santé (Clinique Communautaire) et de Services Sociaux (CISSS) including a nurse one day per week. We also have a Social Worker available one day a week for consultations and referrals. A Dental Hygienist is also working with Grades 1 2, and 3 in a Sealants Program. St. Gabriel School receives support daily from the Générations Foundation. This organization subsidizes lunches for all students. Each lunch time there are approximately 170 students who enjoy a nutritious hot meal. Support from the community is also available through our local YMCA, St. Columba House, Share the Warmth as well as, Action Gardien, Informel and Eco-Quartier.

The OURSCHOOL Survey is administered once a year and provides feedback to administration about student perceptions of their daily lives. Within the last year, we have learned that our rate of perceived victimization (bullying) has decreased among all students. While most students

report that they feel safe at school and a sense of belonging to the St. Gabriel community, we have noticed that anxiety is on the rise with grade five students.

St. Gabriel School students love playing sports. There are intramural and intermural sporting events offered by the Physical Education teacher. Many of our Cycle 3 students participate in team sports with the GMAA. There are three stationary bikes placed within the school to add an element of activity while at the same time allowing the children an outlet for reflection.

Additional programs which encourage student participation and provide a holistic education include the “Encore!Sistema” program, which is unique to Quebec Schools. This is a four day a week, two hour after school program that teaches students how to play string instruments, such as the violin, cello and base along with social skills and homework time. McGill’s Heart of the City Piano Program supplements afterschool and lunchtime lessons for students that want to engage in learning to play the piano. Irish Dancing “Par Excellence” is featured once a week which terminates in a friendly participation of Fies competitions outside of school.

St. Gabriel Management and Educational Success Agreement (MESA) contains the five goals determined by the School Board, complemented by objectives, strategies and targets determined by the school.

It is evident from the successive Annual reports of the school, the most recent being for the 2017-2018 school year.

- Students’ results on the End of Cycle 3 June Mathematics Exam (C2: Mathematical Reasoning Component) for the Bilingual Program increased from 61% in 2015 to 72 % in 2016 but declined in 2018.
- Student results in the French Reading Component have increased in 2018 for the students to 86.0%. In the Writing Component, results have increased from 77% in 2015 to 86 % in 2018 for the bilingual students.
- In the English Language Arts June MEES Exam, the results of the Reading Component have decreased from 100 % in 2015 to 83 % in 2018. The Writing Component for this group decreased from 100.0%.in 2015 to 67% in 2018.
- The results of the OURSCHOOL (formerly known as Tell Them From Me) surveys of student attitudes concerning victimization resulting from moderate to severe bullying, as well as anxiety at school have been on the decline. Feeling safe at school is on the rise. In addressing each of these goals, the school staff has been making use of data to monitor progress towards the established targets and helps influence decision-making. The staff has gradually been developing a greater sensitivity to which strategies and measures are having a positive impact.

St. Gabriel School offers students a rich and varied educational experience. Constantly striving to open minds and broaden horizons, traditional academics are supported by supplemental and extracurricular activities that engage and challenge students. Children will develop self-esteem, self-awareness and self-discipline to become responsible individuals. Teachers, parents and other school personnel share in the responsibility of the student’s educational, social and moral growth.

## **Our Mission**

St. Gabriel School is a true community school which cherishes heritage while embracing diversity. Our program focuses on the Fine Arts within the regular curriculum. Staff, parents, volunteers, and community personnel work together, to guarantee that all children succeed in life and develop to the best of their abilities in a safe, secure, and respectful environment. We believe in offering a variety of activities in order to meet our students' academic and social needs.

We aim to create a sense of self-confidence, self-respect, as well as respect for others and to incorporate each of these values into every aspect of our students' school life. Children are expected to behave in a manner that will prepare them to become responsible citizens of the world. With this concept in mind, students will be expected to show a sense of responsibility and will be held accountable, in a positive manner, for the consequences of their actions. We must insist that education is a valuable tool that has a wide range of benefits.

Our vision is to instill an intricate sense of self-motivation through realizing the importance and value of education. We aim to create a general feeling of respect – for self, others and the environment. We want to work cooperatively and in collaboration with the parents/guardians of our students. We want to encourage an appreciation for books and stories to help foster and develop literacy skills. We want to have a greater involvement with the Fine Arts and develop a holistic approach to learning. With this approach we hope to help each child develop academically and socially.



## **Our Values**

We believe that:

Learning is a life-long process

Children are entitled to a challenging educational curriculum

Children are entitled to a safe school

Children are encouraged to do their best at all times

Children learn in different ways and at different paces

Children will experience various forms of success

Children will develop necessary life skills

Children will develop the importance of respect – for self and others

## **The Consultation**

The consultation process consisted of meetings with the parents on Safe School Procedures and how to improve on them. The teachers were consulted, and their opinions and strategies were respected and integrated into the preparation of the educational project. Small groups of teachers worked in the development of this document for the success of all our students. The parents were informed of the Educational plans and discussions were initiated with the Governing Board and its community members.

## **Alignment to the EMSB's Commitment-to-Success Plan**

The school’s educational project contains the specific policies of the school and the objectives selected for improving student success. These must be consistent with the school board’s Commitment-to-Success Plan (Article 37). In what follows, the school will demonstrate how the selected objectives are coherent and consistent with those of the school board’s Commitment-to-Success Plan.

## EMSB Orientations, Objectives and School Objectives

### *Orientation: Improved Academic Success*

#### **EMSB OBJECTIVE**

#### **Graduation and qualification**

To increase the percentage of students under the age of 20 who obtain a first diploma (SSD or DVS) or qualification after 7 years from 88.6% in 2016 to 91.0% by 2022.

The role of elementary education is to ensure the broad-based development of students. This means ensuring that all children are able to develop their cognitive, social, emotional, cultural and physical skills to the best of their abilities, preparing them for secondary school. While elementary schools do not directly impact the school board’s objective towards graduation, their contribution is essential, in laying those foundational skills needed by students to be successful throughout their academic journey.

The Board has decided to monitor the core subjects (Mathematics and languages) in the elementary schools. The languages appear under the objectives for *Language Proficiency*.

#### **EMSB Objective:**

**To increase the success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination from 74.3% in 2017 to 75.0% by 2022.**

## Mathematics 6 (Cycle 3 year 2)

**Table 1: EMSB Success Rates in End-of-Cycle 3 Mathematical Reasoning Component of the MEES Examination (%)**

Year	St. Gabriel Success Rate of EOC3 Mathematical Reasoning (C2)	EMSB Success Rate on EOC3 Mathematical Reasoning (C2)
2015	61.5 (8/13)	63.8
2016	53.3 (8/15)	64.4
2017	72.1 (13/18)	74.3
2018	26.1 (6/ 23)	70.4

*Source: EMSB Local Data, 2018*

Given that the population is small, the use of percentages in reporting on the success rate for this group can be misleading since a small change in numbers may produce a large fluctuation in percentages. Competency 2 (Mathematical Reasoning) is the more objective indicator of student performance at this level. Table 1 shows that the success rate has decreased from 61.5 % in 2015 to 53.3% in 2016. There was a significant increase in 2017 to 72.1% and followed by a significant decrease in 2018 to 26.1%. A further analysis of 2018 data (not shown here) indicates that students have difficulty with probability, fractions, and measurements. More emphasis will be placed on the areas of concern in the coming years.

In establishing our baselines, we chose to take an average of the three of the last four years, excluding 2018 in that this result may be an anomaly. The baseline is 62.3%.

**School Objective 1: To increase the success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination from a baseline of 62.3% in 2019 to 70.0% by 2022.**

## *Orientation: Equity among Various Groups*

### **EMSB OBJECTIVE**

#### **Equity**

To reduce the gap in success rates between boys and girls from 8.2% in 2016 to 6.2% by 2022.

In examining equity issues, we sought out evidence in determining the gap in success rates that may exist between boys and girls. We have examined English Language Arts, French Second Language (core, bilingual and immersion) and Mathematics. As a result of our analysis, we will concentrate our efforts in: English Language Arts, the Reading Component on the June MEES End-of-Cycle Examinations and French Second Language and the Writing Component on the June board-wide End-of-Cycle uniform Examinations.

**Table 2: St. Gabriel and EMSB Success Rates in End-of-Cycle 3 English Language Arts Reading Component of the June MEES Examination (%)**

	<b>2016-2017</b>	<b>Gap</b>	<b>2017-2018</b>	<b>Gap</b>
<b>St. Gabriel (Boys)</b>	60.0 (9/15)	6.7	11.1 (1/9)	67.5
<b>St. Gabriel (Girls)</b>	66.7 (2/3)		78.6 (11/14)	
EMSB (Boys)	83.4	10.4	83.5	11.3
EMSB (Girls)	93.8		94.8	

*EMSB Local Data, 2018*

Given that the population is small, the use of percentages in reporting on the success rate for this group can be misleading since a small change in numbers may produce a large fluctuation in percentages. Table 2 shows that the success rate of boys on the English Language Arts EOC 3 June MEES Examination Reading component decreased from 60.0% in 2017 to 11.1% in 2018 and the success rate of girls increased from 66.7% in 2017 to 78.6% in 2018. Table 2 also shows that the gap in success rates between boys and girls increased from 6.7% in 2017 to 67.5% in 2018. Comparison of the success rates of boys and girls in 2017 is not relevant given the small number of girls in the cohort. However, the success rate of the boys is still of concern.

The 2018 data indicates that there is a significant gap in the success rates between the genders. The possibility also exists that the 2018 result may be an anomaly. Further data will allow us to gain a better understanding of the situation. As a school, we will continue to put in place strategies to increase the success rate of both boys and girls.

The school will use the 2018 results as its baseline, with the understanding that the results may be an anomaly.

**School Objective 2: To reduce the gap in success rates between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination from 67.5% in 2019 to 20.0% by 2022.**

**Table 3: St. Gabriel Success Rates in End-of-Cycle 3 French Second Language Writing Component of the Board-wide Uniform Examination (%)**

	2016-2017	Gap	2017-2018	Gap
Str. Gabriel (Boys)	100 (15/15)	0	33.3 (3/9)	45.3
Str. Gabriel (Girls)	100 (3/3)		78.6 (11/14)	
EMSB Bilingual (Boys)	93.9	3.4	85.1	9.0
EMSB Bilingual (Girls)	97.3		94.1	

*EMSB Local Data, 2018*

Given that the population is small, the use of percentages in reporting on the success rate for this group can be misleading since a small change in numbers may produce a large fluctuation in percentages. Table 3 shows that the success rate of boys on the French Second Language End-of-Cycle 3 Board-wide Examination Writing decreased from 100% in 2017 to 33.3% in 2018 and the success rate of girls decreased from 100% in 2017 to 78.6% in 2018. Even though the gap in success rates between the boys and girls is 0% in 2017, the small number of girls in the cohort makes the comparison not relevant. The 45.3% gap in 2018 represents 3 less boys being successful. Further data will allow us to gain a better understanding of the situation. As a school, we will continue to put in place strategies to increase the success rate of both boys and girls.

The school will use the 2018 results as its baseline, with the understanding that there is only one year of relevant data.

**School Objective 2.1: To reduce the gap in success rates between boys and girls on the End-of-Cycle 3 French Writing Component of the June MEES examination from 45.3% in 2019 to 15.0% by 2022.**

## *Orientation: Mastery of Languages*

### **EMSB OBJECTIVE**

#### **Language Proficiency**

##### **English Language Arts**

**Objective 4:** To increase the success rate of students on the End-of-Cycle 3 English Reading component of the June MEES examinations from 88.5% in 2017 to 90% by 2022.

**Objective 4.1:** To maintain the success rate of students on the End-of-Cycle 3 English Writing component of the June MEES examinations above the 90% range through 2022.

##### **French Second Language (base)**

**Objective 4.3:** To increase the success rate of students on the End-of-Cycle 3 French Second Language (base) Reading component of the June MEES examinations from 87.6% in 2017 to 90% by 2022.

**Objective 4.4:** To maintain the success rate of students on the End-of-Cycle 3 French Second Language (base) Writing component of the June MEES examinations above the 90% range through 2022.

**English Language Arts**

**Table 4: St. Gabriel School Success Rates in End-of-Cycle 3 English Language Arts MEES Examination (%)**

Year	Reading Component			Writing Component	
	St. Gabriel School	EMSB		St. Gabriel School	EMSB
<b>2015-2016</b>	100 (15/15)	92.4		93.3 (14/15 )	97.5
<b>2016-2017</b>	61.1 (11/ 18)	88.5		100 (18/18)	94.5
<b>2017-2018</b>	52.2 (12/23)	89.1		52.2 (12/23)	94.1

*Source: EMSB Local Data 2018*

In June of 2016, the exam rubrics changed; as such, only three years of data is presented.

Given that the population is small, the use of percentages in reporting on the success rate for this group can be misleading since a small change in numbers may produce a large fluctuation in percentages. Table 4 shows that the success rate of the Reading Component on the End-of-Cycle 3 MEES Examination of St. Gabriel School decreased significantly from 100 % in 2016 to 52.2% in 2018. The Board’s results were in the 90% range during the same time period. While the Board’s success rate in the Writing Component remained relatively stable at about 95%, the school’s success rate increased from 93.3% in 2016 to 100% in 2017. There was a significant decrease the following year to 52.2%.

In calculating the baseline, the school will average the results of the last three years. The baseline for the Reading component is 71.1% and the baseline for the Writing component is 81.8%.

**Objective 4: To increase the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations from 71.1% in 2019 to 79.0% by 2022.**

**Objective 4.1: To maintain the success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations above 80% through 2022.**

**French Second Language (Bilingual Program)**

**Table 5: St. Gabriel School Success Rates in End-of-Cycle 3  
French Second Language Board-wide Uniform Examination (%)**

Year	Reading Component		Writing Component	
	St. Gabriel School	EMS Bilingual	St. Gabriel School	EMS Bilingual
2014-2015	30.8	73.9	76.9	88.2
2015-2016	46.7	81.0	86.7	97.7
2016-2017	55.6	90.6	100	97.3
2017-2018	52.2	90.8	60.9	93.8

Source: EMSB Local Data 2018

Table 5 shows that the success rate on the Reading Component of the End-of-Cycle French Second Language Board-wide Uniform Examination increased from 30.8% to 46.7% in 2016. The exam format changed in 2017 to include audio and visual texts in addition to written texts. The success rate increased to 55.6% in 2017 and remained in the above 50% range the following year. In the Writing component, the success rate increased steadily from 76.9% in 2015 to 100% in 2017. The success rate decreased significantly the following year to 60.9%.The exam format did not change.

In determining the baseline, the average of the results of the last two years of results will be used. The baseline for the Reading component is 53.9% and the baseline for the Writing component is 80.5%.

**Objective 4.3: To increase the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading Component of the June MEES examinations from 53.9% in 2019 to 65.0% by 2022.**

**Objective 4.4: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Writing Component of the June Board uniform examinations above 80% through 2022.**



## ***Orientation: Well-being of the School Community***

### **EMSB OBJECTIVE**

#### **A welcoming, safe, and caring living environment**

**EMSB Objective: To decrease the rate of elementary students who report victimization resulting from bullying on the OURSCHOOL survey from 24% in 2017 to 22% by 2022**

**EMSB Objective: To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL survey from 65% in 2017 to 68% by 2022**

**EMSB Objective: To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL survey from 18% in 2017 to 16% by 2022**

**Students Perception of Bullying, Perception of School Safety and Sense of Anxiety:**

**Table 7: EMSB Elementary Student’s Perception of Bullying, Perception of School Safety and Sense of Anxiety (%)**

Year	St. Gabriel Bullying*	EMSB Bullying	St. Gabriel School Safety**	EMSB School Safety	St. Gabriel Anxiety***	EMSB Anxiety
2015-2016	38	24	59	67	22	18
2016-2017	46	24	44	65	12	18
2017-2018	51	23	35	65	23	18

Source: *OurSchool Survey (The Learning Bar), 2018*

\* Students who are subjected to physical, social, or verbal bullying or are bullied over the internet

\*\* Students who feel safe at school as well as going to and from school

\*\*\* Students with moderate or high level of anxiety

Table 7 shows that while the perception of bullying has remained relatively stable at the Board level at about 24%, the perception of bullying at our school increased from 38% in 2016 to 51% in 2018.

Table 7 also shows that the perception of school safety is relatively stable at the Board at about 66 %. The perception of school safety decreased from 59% in 2016 to 35% in 2018. While there is not a one to one correlation between the perception of bullying and school safety, there is some correlation. The data suggests that when the perception of bullying increases, the perception of school safety decreases.

Table 7 shows that while the anxiety level of students is stable at 18 % at the Board level, the perception of anxiety at of our school has fluctuated from one year to the next, from a low of 12% to a high of 23%.

In establishing our baselines, we have chosen to take the average of the last three years for each indicator.

**School Objective 5.0: To decrease the rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey from 45% in 2019 to 35% by 2022.**

**School Objective 5.1: To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey from 46% in 2019 to 60% by 2022.**

**School Objective 5.2: To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey from 19% in 2019 to 15% by 2022.**

## ***Orientation: Well-being of the School Community***

### **EMSB OBJECTIVE**

#### **Physical Activity:**

**To increase the number of elementary schools which have implemented 60 minutes per day of physical activity for their students from 10 schools in 2018 to all 35 schools by 2022.**

The Ministry has prioritized the increase of physical activity in elementary schools by introducing an initiative that allows students the opportunity to accumulate 60 minutes of physical activity during each school day. This is not part of a physical education program; an increase in physical activity involves providing students with exercise, movement and alternatives to sedentary learning.

The intention of this initiative is not only to enhance the physical wellbeing of students, but also to bring about a change in school culture over time. Integrating physical activity throughout the school day is expected to have a positive effect on students' educational success, retention, sense of satisfaction, collaboration and teamwork amongst students and to improve classroom behavior.

School Objective 5.2: To prepare for the implementation of the MEES initiative of 60 minutes of physical activity per day for all students in the 2019-2020 academic year.

### **Implementation and Monitoring of the Project**

The school will report to its community on the Educational Project on an annual basis. This has been determined in collaboration with the school board.

## Appendix 1 Strategies for Implementation of School Objectives

<b>Graduation and qualification:</b>		
<b>Objective 1: To increase the success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination from a baseline of 62 % in 2017 to 70 % by 2022.</b>		
<b>Indicator</b>	<b>Target</b>	<b>Strategies</b>
The success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination	To increase the success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination from a baseline of 62 % in 2017 to 70 % by 2022.	<ol style="list-style-type: none"> <li>1. Regular application of Situational Problems.</li> <li>2. In mathematical reasoning, teachers will put extra emphasis on identified areas of concern: fractions, measurement and probability.</li> <li>3. We will invite the Math and Numeracy Consultants for ongoing strategies on conceptual understanding.</li> <li>4. We will continue the after school program in math homework understanding.</li> <li>5. Regular support will be scheduled with resource teacher for students who are struggling in math.</li> <li>6. Implementation of the “Acceleration” model.</li> <li>7. Teachers sharing strategies with one another in order to promote differentiation.</li> </ol>

**Equity:**

**Objective 2: To decrease the gap between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination from a baseline of 30% in 2019 to 10 % by 2022.**

**Objective 2.1: To decrease the gap between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination from 23 % in 2019 to 10 % in 2022.**

Indicator	Target	Strategies
The gap in success rates between the boys and girls	To decrease the gap between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination from a baseline of 30 % in 2019 to 10 % by 2022.	1. High interest reading materials (magazines, graphic novels, comic books). 2. Regular use of hands-on learning activities. 3. Project Based learning that is relevant to student interests.
The gap in success rates between the boys and girls	To maintain the gap between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination from a baseline of 23 % in 2019 to 10 % by 2022.	

## **Language Proficiency:**

**Objective 4: To increase the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above 75 % through 2022.**

**Objective 4.1: To increase the success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations above 75 % range through 2022.**

**Objective 4.2: To increase the average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations from a baseline of 61 % in 2019 to 70% in 2022.**

**Objective 4.3: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading Component of the June MEES examinations above 75 % range through 2022.**

**Objective 4.4: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual ) Writing Component of the June Board uniform examinations above the 75 % range through 2022.**

Indicator	Target	Strategies
<p>The success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations</p>	<p>To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above 75 % through 2022.</p>	<ol style="list-style-type: none"> <li>1. English reading and writing will continue in the after school Program.</li> <li>2. Continue home reading program at all cycles to promote literacy within the family</li> <li>3. Start a home response writing in Cycle III to promote literacy within the family</li> </ol>
<p>The success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations</p>	<p>To maintain the success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations above 75 % range through 2022.</p>	<ol style="list-style-type: none"> <li>4. Cooperative teaching with a resource teacher during daily 5.</li> <li>5. Use DIBELS in Kindergarten, Benchmarking and GB+ in Cycle 1, 2 and 3.</li> <li>6. Implementation of the Wilson reading program.</li> </ol>
<p>The average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations</p>	<p>To increase the average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations from a baseline of 61 % in 2019 to 70 % in 2022.</p>	<ol style="list-style-type: none"> <li>7. Use of diverse texts (magazines, graphic novels etc.).</li> </ol>

<p>The success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading component of the June MEES examinations</p>	<p>To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading component of the June MEES examinations above 75 % range through 2022.</p>	<ol style="list-style-type: none"> <li>1. French reading and writing will continue in the after school program to aid with homework.</li> <li>2. We will continue the Home Reading program bringing parents and students together.</li> <li>3. Implementation of lessons that include educational games, buddy reading, readers theatre, word of the day, etc.</li> <li>4. Semaine de Francophonie</li> <li>5. Regular remediation will be scheduled with a resource teacher for students who are struggling in French reading and writing.</li> </ol>
<p>The success rate of students on the End-of-Cycle 3 French Second Language (bilingual ) Writing component of the June Board uniform examinations</p>	<p>To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual ) Writing component of the June Board uniform examinations above the 75 % range through 2022.</p>	<ol style="list-style-type: none"> <li>6. Introduce Pre-School French Immersion Program</li> <li>7. Benchmarking and GB+ in Cycle 1, 2 and 3.</li> <li>8. Support from French consultant to promote the use of diverse strategies and resources.</li> <li>9. Educational field trips in a French milieu to launch reading and writing activities.</li> </ol>



**The Living Environment:**

**Objective 5.0: To decrease the rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey from a baseline of 42 % in 2019 to 30 % by 2022.**

**Objective 5.1: To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey from a baseline of 50 % in 2017 to 65 % by 2022.**

**Objective 5.2: To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey from a baseline of 17 % in 2017 to 15 % by 2022.**

Indicator	Target	Strategies
The rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey	To decrease the rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey from a baseline of 42 % in 2019 to 30 % by 2022.	1. Community service involvement. 2. Implementation of classroom activities that promote emotional regulation (Kids in the Know, Zones of Regulation, 60 seconds meditation, Kids in Action, Friendship Week, Yoga) 3. Use of sensory fidgets and manipulatives (punching bag, weighted stuffed animal)
The rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey	To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey from a baseline of 50 % in 2017 to 65% by 2022.	4. Introduce Music Therapy and Art Therapy. 5. Have professional groups come and speak to students on modeling positive behavior.
The rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey	To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey from a baseline of 17 % in 2017 to 15 % by 2022.	

<b>WELL BEING OF</b>	<b>SCHOOL</b>	<b>COMMUNITY:</b>
<p>To prepare for the implementation of the MEES initiative of 60 minutes of physical activity per day for all students.</p>	<p>Schools implementing the initiative in 2019-2020</p>	<ol style="list-style-type: none"> <li>1. Outdoor organized activities (walking, sledding, gardening, snow Shoeing etc).</li> <li>2. Sensory path set up in hallways.</li> <li>3 Introduce motion devices that can be used for physical activities during class time.</li> <li>4. Field trips that involve physical activity (CEPSUM, Verdun Circus School, Les Amis de la Montagne, Basketball Jamboree, Apple Picking etc.).</li> </ol>