

EDUCATIONAL PROJECT 2023-2027
ST GABRIEL
English Montreal School Board



The educational project is a strategic tool for an educational institution that defines its policy orientations, priority actions and expected results. It is a tool to inform its community with a view to ensuring educational success for all students regardless of age. The educational project reflects the characteristics and needs of the students who attend the educational institution, as well as the community's expectations regarding the education they receive. The educational project is prepared and implemented through the collaborative efforts of the various school stakeholders: students, parents, teachers, and other school staff members as well as community and school board representatives.

The educational project is part of a process designed to promote coordinated action and synergy among the various levels of the education system (MEQ, school boards and educational institutions), with due regard for their specific areas of autonomy and characteristics. This educational project must align with the English Montreal School Board's Commitment to Success Plan.

LEGAL FRAMEWORK

According to the Education Act, Sections 37 and 97.1, an educational institution's educational project must include:

- a description of the context in which the institution acts and the main challenges it faces, particularly with respect to educational success and, in the case of a vocational training centre, the relevance of the training to regional or provincial labour market needs,
- the specific policy orientations of the educational institution and the objectives selected for improving educational success,
- the targets to be achieved by the end of the period covered by the educational project,
- the indicators to be used to measure achievement of these objectives and targets,
- the intervals at which the educational project is to be evaluated, determined in collaboration with the school service centre or school board.

The educational project must:

- respect the students', parents', and school staff's freedom of conscience and of religion (EA, Section 37),
- cover a period that is harmonized with the period covered by the school service centre or school board's Commitment to Success Plan and the period covered by the MEQ strategic plan (EA, Section 37.1, 97.2 and 209.1),
- comply with the terms established by the Minister to coordinate the entire strategic planning process between the educational institutions, the school service centre or school board and the MEQ (EA, Section 459.3),
- be consistent with the school service centre's or school board's Commitment to Success Plan (EA, sections 37 and 97.1).

COMPOSITION OF THE SCHOOL TEAM

This educational project was created by a school team that included: The principal, 8 teachers, Behavioral Technician and Daycare Technician.

GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

Teachers, Parents, Cycle III students, Governing Board, Professionals (Psychologist, Speech and Language Pathologist, Nurse, Social Worker, Dental Hygienist, Occupational Therapist), Student Attendants, Behavioral Technicians, Community Organizations (St. Columba House, Share the Warmth, Generations Foundations, Action Gardien), Support staff (lunch supervisors, library technician, secretary).

SCHOOL PROFILE

St. Gabriel School has 220 students from Pre-Kindergarten (K4) 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 Émard 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, four school buses provide transportation services to our students along with 3 vans to transport students with special needs. Approximately 125 students make use of our daycare services. Eighty four percent (84%) of our students were born in Quebec with English as their mother tongue. Our families have strong roots in the Irish community. The school's 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. 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 can 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 K-4 and K-5, students take part in a full-day immersion program where they complete 100% of their course work in French. Students in cycles I to III are in the bilingual program with 50% of their coursework being 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. Additionally, all students receive 1.5 hours a week of music instruction by a qualified music teacher. The music room is equipped with a variety of percussion, string and band instruments. Drama is also taught to all grades, including preschool. Specialized teachers in Drama dedicate 45 minutes a week for Performing Arts courses.

Roughly 30% of the student population has an I.E.P. There are 40 coded students and 7 students who are waiting to be assessed as of December 15, 2023. To meet the needs of our students with learning challenges, teachers implement differentiated instruction. We also have four 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/C.A.L.M. room as well as the “Oasis”, a calming garden area.

The school staff is comprised of one principal, twenty-three teachers, three attendants, seven special education technicians, five daycare staff, one secretary and two caretakers. There are two full-time Resource teachers who accommodate the wide-ranging academic needs of the students, and a French Resource Aide for 40% of the week. Each Resource staff member has their own classroom space where they can work with students. In addition, there is an IT specialist who is available to support IT projects in classrooms and/or for the school at large. 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 support staff 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 small 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 to develop a safe school climate where students can feel as though they are part of a caring family. The staff has an excellent understanding of how to support the growth of the whole child, and this is further supported by quiet classroom corners, school wide projects that focus on helping the children to actualize their potential as well as provide inspiration and motivation. Furthermore, the staff is trained in Crisis Intervention to support the whole child. To support all students in the development of pro-social behaviors, 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 technology equipment that is available for teaching and learning (smartboards, laptops and iPads) and our staff continues to explore new methods of teaching. Students work with iPads in Art. The Grade 5 and Grade 6 students work with Chrome books and iPads to enhance their learning. The school has two mobile labs with 15 laptops each for classroom use. The school has a spacious yard and an urban garden playground with an urban beekeeping program. The pergola was a recent addition to the junior yard designed and built by the students in Transitions, the senior grade SEEDS program. The pergola not only adds to the aesthetic of the yard but also contributes functionality and socialization during recess and lunch time play periods.

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 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, Haunted House at Halloween, Vernissage and Graduation Ceremonies to name a few. 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 K4, 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 hot meal. Support from the community is also available through our local YMCA, St. Columba House, Share the Warmth as well as, Action Gardien and Eco-Quartier. Share the Warmth runs a French tutoring session in to enhance the students' verbal communication skills.

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

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 two day a week, two hours 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 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 emotional growth.

MISSION AND VALUES

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 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.

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 always do their best

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

Three meetings were held with the faculty team as the Focus group. The format that the Consultation process would take and the questions that needed to be asked were discussed. The Consultation process was very comprehensive involving parents, teachers, Cycle III students, Professionals, Staff (Daycare, Lunch supervisors, Library technicians, Caretaking), and Community Partners. Online surveys were conducted. Ample time was given for responses. The questions asked were satisfaction questions and questions that provided for open-ended responses.

Participation was well received. Over 30% of the parents answered, 100% of the students answered, and over 50% of the other groups responded. The results showed a high level of satisfaction for school-based initiatives and showed a great appreciation for the arts, physical education, and teacher appreciation. The responders made suggestions and recommendations on additional support for some academic subjects and student social support. In addition, recommendations were made for some extracurricular activities.

There is a great positive interaction for what the school is doing and the staff that is involved.

ACADEMIC OBJECTIVES

The academic section of the educational project is aligned to the school board's Commitment to Success Plan. While the EMSB acknowledges the significance and contributions of all subjects and grades in shaping student development, the primary focus for reporting is on the core subjects at the end of Cycle 3. The end of cycle 3 serves as an indicator of progress for students as they prepare to enter secondary school.

END OF CYCLE 3 MATHEMATICS

EMSB's Objective:

To increase the proportion of end of cycle 3 students demonstrating proficiency (70% to 100%) on the uniform exam (C1) from 61.5% in 2023 to 69% by 2027.

**Table 1: Percentage of End of Cycle 3 Students
Demonstrating Proficiency on the Uniform Exam (C1)**

	2019	2022	2023
St. Gabriel	46%	38%	50%
EMSB	68%	55%	68%

Source: Lumix, GPI, 2023

Interpretation: The Grade 6 student cohort was a very small one (n=28) and the results included students in the closed class. The results for End of Cycle 3 students who demonstrated proficiency on the Uniform C1 math Exam showed an upward trend for 2023. This is still below the School Board averages.

Objective: To increase the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) from 50 % in 2023 to 56 % by 2027.

Additional Goals: In the past the MEQ traditionally was always reporting on C2 success rate but is now concentrating on the proficiency rate on C1. The overall success rate was reported to be at 68% for 2023. The trends in success rate are on an upward trend. The average mark in the final exam is also in its way up at 68%.

An additional goal is to increase the use of conceptual math in numeracy (fractions and decimals) using manipulatives and connecting to real world examples.

END OF CYCLE 3 ENGLISH LANGUAGE ARTS

EMSΒ's Objectives:

To maintain the success rate of elementary students on the end of cycle 3 English Reading component of the June examination above the 90% range through 2027.

To maintain the success rate of elementary students on the end of cycle 3 English Writing component of the June examination above the 90% range through 2027.

Table 2: ST. GABRIEL AND EMSΒ Success Rates on the End of Cycle 3 English Language Arts June Examination by Component (%)

	2019	2022	2023
School Reading Component	85%	56%	73%
School Writing Component	84%	94%	73%
EMSΒ Reading Component	93%	87%	92%
EMSΒ Writing Component	96%	95%	93%

Source: Lumix, GPI, 2023

Interpretation: The Grade 6 student cohort was a very small one (n=28) and the results included students in the closed class. The results show for English Language Arts an increase in the success rate in the Reading component. The Reading component success rate demonstrates the effect of the distributive school attendance schedule due to the pandemic. The school is on track to return to an above 80% success rate in both the Reading and Writing Components of the Cycle 3 EOC exams.

Objective: To increase the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination from 73 % in 2023 to 87 % in 2027.

Objective: To increase the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination from 73 % in 2023 to 87 % in 2027.

Further Goal: Increase the reading component of the school by reading over 1000 books yearly.

END OF CYCLE 3 FRENCH SECOND LANGUAGE:

EMSB's Objectives:

To maintain the success rate of elementary students on the end of cycle 3 French Second Language, reading component of the June examination at 90.0% through 2027.

To maintain the success rate of elementary students on the end of Cycle 3 French Second Language, writing component of the June examination at or above 90.0% through 2027.

Table 3: St. Gabriel AND EMSB Success Rates on the End of Cycle 3 French Second Language June Examination by Component (%)

	2019	2022	2023
School Reading Component	77%		73%
School Writing Component	39%		87%
EMSB Reading Component	87%	NA	83%
EMSB Writing Component	91%	NA	87%

Source: Lumix GPI, 2023

**Please note: there is no data available for 2022.*

Interpretation: The Grade 6 student cohort was a very small one (n=28) and the results included students in the closed class. The trend for the Reading component is slightly lower but for the Writing component there is an upward trend. This may be due to the changing exam format for those years.

Objective: To increase the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination from 73 % in 2023 to 80 % in 2027.

Objective: To increase the success rate of elementary students on the end of Cycle 3 French Writing component of the June examination from 87 % in 2023 to 90 % in 2027.

SCHOOL CLIMATE

EMSB’s Objectives:

To decrease the rate of elementary students’ victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 31% in 2023 to 25% in 2027.

To increase the rate of elementary students’ feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 59% in 2023 to 65% in 2027.

To decrease the rate of elementary students’ moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 31% in 2023 to 22% in 2027.

Table 4: St. Gabriel Student Perceptions of Selected School Climate Factors (%)

Factor	St. Gabriel		EMSB		Canadian Norm (2022)
	2019	2022	2019	2022	
Bullying and Victimization	30	36	28	31	29
School Safety	65	48	60	59	61
Anxiety	15	23	22	31	30

Source: OURSCHOOL Survey (The Learning Bar), 2022-2023

Interpretation: The OURSCHOOL Survey is a tool that allows students to convey their perceptions of school life. Students take the survey annually; it is anonymous and covers a variety of topics including bullying, school safety, the students’ sense of belonging, student anxiety and student-teacher relationships. The survey is one of many tools that schools use to implement the Ministry’s policy on bullying and intimidation (Anti-Bullying Anti-Violence Action Plan). It should be noted that students are asked what they perceived in the last 30 days preceding the survey.

It is worth noting that the Board’s Commitment to Success Plan will continue to report on the overall student perceptions of school safety, whereas schools will report on perceptions of school safety during the day. The percentages in the table concerning this factor include student feelings of safety on the way to school and home. This allows schools to give more context to their contribution to this factor.

Most students report that they feel safe at school and a sense of belonging to the St. Gabriel community. We have noticed that there is a decrease in anxiety among our students.

Objective: To decrease the rate of elementary students’ victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 36% in 2023 to 26% in 2027.

Objective: To decrease the rate of elementary students’ moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 23 % in 2023 to 20 % in 2027. Anxiety levels are decreasing thanks to the pandemic being minimized and return to normality.

Objective: To increase the rate of elementary students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 48% in 2023 to 65% in 2027
School climate in term of positive outcomes and teacher appreciation are greater than the national average.

ADDITIONAL GOAL: To increase the number of activities to support student feeling connected to the school community and personnel.

PRESCHOOL PROGRAM

Connecting with parents of preschoolers is crucial for preschools to establish positive ties with the community. By building relationships, sharing information, and addressing common concerns, preschools contribute to creating a supportive and engaging community for both children and families. Reaching out to parents not only builds trust but also strengthens the sense of partnership and collaboration with families. This partnership goes beyond the child's early education, creating a lasting and meaningful connection.

The MEQ has created a document titled *the Guide to Support the Parent Component: Preschool Education for 4-Year-Olds* (August 2021). This guide offers suggestions for schools to facilitate a minimum of 10 meetings over the academic year for parents of 4-year-old preschoolers. The guide recognizes that families care about their children's well-being and success and that part of doing their best to support their children's development is to be collaborative partners with the school and the school team.

During the school year the school will host events/activities to support relationships with the families. Some events/activities are:

Welcome to Kindergarten
Beginning year orientation
Theatrical production (2)
Potluck Breakfast
Parent Day Appreciation Festivities (Father/Mother)
Workshop on Good Health practices (Nurse and Dental Hygienist)
Play Date with parents
Concerts (2)
Gradation

DIGITAL COMPETENCY

In 2018, the MEQ launched its Digital Action Plan which was its blueprint for the integration of digital technology and associated innovative pedagogical practices into the education sector. In 2019, the MEQ published its Digital Competency Framework with 12 dimensions, which was derived from the Digital Action Plan.

The ICT-RÉCIT team has been working with schools to train TIF teachers and integrate technology with students that develops their competency through the 12 dimensions.

Objective: To increase the rate of teachers' and classroom support staff's digital competence as reported by the Digital Competency Survey by 10 % from 2023 to 2027.

APPENDIX: OBJECTIVES AT A GLANCE

OBJECTIVE	Specific Initiatives Towards Improvement
<p>END OF CYCLE 3 MATHEMATICS</p>	<p>Teachers will attend workshops led by the EMSB Math Consultant regarding the implementation of the Math Success Program involvement</p>
<p>END OF CYCLE 3 ENGLISH LANGUAGE ARTS</p> <p>Reading and Writing</p>	<p>The school will use the Wilson Program, Tutors, Benchmarking and Literacy Week to promote reading success.</p> <p>Teachers will attend workshops with Literacy Consultant on Reading Response for all Cycles.</p> <p>The same is incorporated through Literacy week and other literary initiatives that will enable a higher success rate in English Writing.</p> <p>Teachers will use Dibbles to diagnose writing weaknesses and track the effects of remedial interventions.</p>

<p style="text-align: center;">END OF CYCLE 3 FRENCH SECOND LANGUAGE</p> <p style="text-align: center;">Reading and Writing</p>	<p>The school aims to increase the success rate in French Reading and Writing by consulting with the School Board’s French Consultant.</p> <p>With the aid of Tutoring Programs and dedicated French Tutor we aim to increase the success rates in French and meet our targets.</p> <p>The following programs will be initiated to provide more opportunities for the students to improve their French competencies:</p> <p>French Tutor, Afterschool French Conversation Program, Culture Québécoise Week, Literacy Week.</p>
<p style="text-align: center;">SCHOOL CLIMATE</p> <p style="text-align: center;">Bullying and Victimization School Climate School Safety</p>	<p>In defining Bullying and Conflict we need to sensitize students to reach out and communicate any situation. Through the support of the Behavioral Technicians and SEEDS classes social skills can be communicated for better inter student relations.</p> <p>The following programs will be initiated: Anti-Bullying and Anti-Violence Action Plan, Ruler Program, Social Skill Programs for Conflict Resolution</p> <p>School Activities: Heritage week, Pink Shirt Day, Terry Fox Run, Heart and Stoke Fundraising, Champions for Life, Orange Shirt Day, Perseverance Week, Irish Parade, Halloween Parade and Festivities, Winter Carnaval</p>
<p style="text-align: center;">INCORPORATE THE FINE ARTS INTO ALL ASPECTS OF STUDENT ACADEMIC LIFE.</p>	<p>The following programs will be initiated to provide more opportunities for the student:</p> <p>Music Program, Art Program, Choir, Irish Dancing, Piano Program McGill, Drama Program</p>

DIGITAL COMPETENCY

Professional Development on Mosiak,
Professional Development on safe School
Digital platform