Commission scolaire English-Montréal
English Montreal School Board

CORONATION SCHOOL

EDUCATIONAL PROJECT

Coronation 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)

The Consultation

Discussions were held with the staff on a number of occasions and a draft of the proposal was sent to all. Parents were invited to participate in the process. A committee of teachers and staff members was formed to draw up a staff proposal, and once a consensus was reached, the final draft was presented to the Governing Board for approval.

Groups that Collaborated in the Development of the Project

- The governing board
- The school team, composed of a few staff members, led by the principal

Groups Consulted in the Development of the Project

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

School Profile

- Coronation is the only English language school in the Cote-de-Neiges area. In June 2009, it was reclassified from Category 1 to a Category 2 school, as a result of our community's changed socio-economic status. Despite the change in category, we continue to receive additional financial support from MEESR and AMSFA in the form of special subsidies.
- Our school community is multi-cultural (over 47 different ethnicities). Our current population is 284.
- Our school benefits from two, all-day, bilingual pre-kindergarten classes.
- Two ASD classes (Junior, Senior), an Early Stimulation Class and a Sensory Room.
- Coronation shares the school building with Mile-End High School.
- Our children are part of a subsidized lunch as well as a snack program.
- All students are offered swimming classes at the sports complex next door.

Our Mission and Values

We Care We Dare We Share is our motto!

Coronation is filled with many riches-the wonder of our children, the professionalism and dedication of our staff, the commitment of our volunteers and the support and cooperation of our parents. Together, we provide a school environment that is safe, inspiring, and creative. Coronation is about acceptance and celebration of our diversity, so that our students feel welcome and part of the Coronation family.

Our choice of two programs, French Immersion and English Core ensure that our students become bilingual individuals who will contribute to our society. We want our students to possess the essential knowledge and skills necessary in building and improving English, French, and Math competencies. Our Music, Art, Physical Education and Health programs, as well as our STEAM initiative build knowledge and enjoyment in our students' school life. Within our looping model, we continue to promote integrated learning across the cycles. It is with our combined efforts that we will best help our students succeed.

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.

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

EMSB Orientations, Objectives and School Objectives

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	Coronation Success Rate of EOC3 Mathematical Reasoning (C2)	EMSB Success Rate on EOC3 Mathematical Reasoning (C2)
2015	29.0	63.8
2016	22.2	64.4
2017	38.1	74.3
2018	58.5	70.4

Source: EMSB Local Data, 2018

Competency 2 (Mathematical Reasoning) is the more objective indicator of student performance at this level. Table 1 shows that the success rate has steadily increased from 29% in 2015 to 59% in 2018. The results mirror those of the Board from 2015 to 2017 in that there has been a gradual increase in the success rate, whereas in 2018, the school underperformed the Board by 11%. In the years to come, we will aim to close the gap.

In establishing our baselines, we chose to take an average of the last four years. The baseline for the last four years is **37%.**

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 37% in 2019 to 60% 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: Coronation and EMSB Success Rates in End-of-Cycle 3 English Language Arts Reading Component of the June MEES Examination (%)

	2016-2017	Gap	2017-2018	Gap
Coronation (Boys)	80		70.4	
Coronation (Girls)	90.9	10.1	92.3	22.1
EMSB (Boys)	83.4		83.5	
EMSB (Girls)	93.7	10.3	94.8	11.3

EMSB Local Data, 2018

Table 2 shows that the gap in the success rate of the English Language Arts EOC 3 June MEES Examination Reading Component increased from 10.1% in 2016-2017 to 22.1% in 2017-2018. The Board's gap increased from 10.3% in 2016-2017 to 11.3% in 2017-2018. The school's gap is currently higher than that of the school board. As a school, we will continue to put in place strategies to increase the success rate of boys while maintaining or increasing the success rate of girls.

Because there is only two years of data available, the possibility exists that either result could be an anomaly. As such, the baseline will be calculated using an average of the two. Further data will allow us to gain a better grasp of the situation.

School 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 16.1% in 2019 to 8% by 2022.

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

EMSB Local Data, 2018

FRI610 (Immersion)	2016-2017	Gap	2017-2018	Gap
Coronation (Boys)	100	0.0	100	0.0
Coronation (Girls)	100		100	
EMSB Bilingual (Boys)	96.7	1.9	99.1	6.1
EMSB Bilingual (Girls)	98.6		93	

FRA610 Core	2016-2017	Gap	2017-2018	Gap
Coronation (Boys)	71.4	0.0	100	14.3
Coronation (Girls)	71.4		85.7	
EMSB Bilingual (Boys)	69.1	22.6	75.9	10.5
EMSB Bilingual (Girls)	91.7		86.4	

Table 3 shows that the gap in the success rate of the French Second Language End-of-Cycle 3 Board-wide Examination Writing Component for the CORE program increased from 0% in 2016-2017 to 14.3% in 2017-2018. While the school's gap is higher than that of the Board, we will put in place new strategies to reduce the gap between the boys and the girls.

The baseline we have chosen is the average of the two years.

School Objective 2.1: To reduce the gap between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination by 7% through 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: Coronation Success Rates in End-of-Cycle 3 English Language Arts MEES Examination (%)

	Reading Component		Writing Component	
Year	**Coronation**	**EMSB**	**Coronation**	**EMSB**
2015-2016	59.3	92.4	100	97.5
2016-2017	85.7	88.5	81.0	94.5
2017-2018	77.5	89.1	97.5	94.1

Source: EMSB Local Data 2018

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

Table 4 shows that the success rate of the Reading Component on the End-of-Cycle 3 MEES Examination of Coronation School increased from 59.3% in 2016 to 77.5% to 2018. The Board's success rate in the Writing Component remained relatively stable at about 95%, as well as the school's success rate (93%). The school will maintain the success rate above 75% for the Reading Component and maintain the success rate above 93% for the Writing Component.

Table 5: Coronation Average Grades in End-of-Cycle 3 English Language Arts MEES Examination (%)

	Reading Component		Writing Component	
Year	**CORONATION**	**EMSB**	**CORONATION**	**EMSB**
2016-2017	64.8	71.2	67.6	74.2
2017-2018	65.9	72.8	72.9	73.8

Source: EMSB Local Data 2018

As a result of the very high success rate in Reading, the school has undertaken to improve the proficiency level of students. Table 5 shows the average mark on the Reading and Writing Component. To calculate the baseline, an average of the last two years will be used.

Objective 4: 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.

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 93% 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 65% in 2019 to 77.0% in 2022.

French Second Language

Table 6: CORONATION Success Rates in End-of-Cycle 3

French Second Language Board-wide Uniform Examination (%)

Source: EMSB Lumix Data 2018

	Reading Component		Writing Component	
Year	**CORONATION**	**EMSB Immersion**	**CORONATION**	**EMSB Immersion**
2014-2015	83.3	84.7	100	92.5
2015-2016	62.5	88.2	100	98.9
2016-2017	100	94.5	100	97.6
2017-2018	90.9	95.1	100	96.0

	Reading Component		Writing Component	
Year	**CORONATION**	**EMSB Core**	**CORONATION**	**EMSB Core**
2014-2015	50.0	55.3	58.3	80.1
2015-2016	77.8	83.5	88.9	81.9
2016-2017	28.6	58.7	71.4	79.6
2017-2018	80.0	66.8	96.0	80.5

Source: EMSB Local Data 2018

Table 6 shows that the success rate on the Reading Component of the End-of-Cycle French Second Language Board-wide Uniform Examination increased from **50**% in 2015 to **80**% in 2018 in the CORE program and increased from **83.3**% in 2015 to **90.9**% in 2018 in the Immersion program. In the Writing Component, the results increased from **58.3**% in 2015 to **96**% in 2018 in the CORE program, whereas the IMMERSION program maintained a perfect score of 100% from 2015 to 2018. The significant increase in 2016-2017 in the Reading Component is a result of the exam format changing to include audio and visual texts in addition to written texts.

In determining the baseline, the average of the last two years of results will be used.

Objective 4.3: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (Core) Reading Component of the June MEES examinations above 80% range through 2022.

To maintain the success rate of students on the End-of-Cycle 3 French Second Language (Immersion) Reading Component of the June MEES examinations above 90% range through 2022.

Objective 4.4: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (Core) Writing Component of the June Board uniform examinations above the 96% range through 2022.

To maintain the success rate of students on the End-of-Cycle 3 French Second Language (Core) Writing Component of the June Board uniform examinations at 100% 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	**Coronation** Bullying*	EMSB Bullying	**Coronation** School Safety**	EMSB School Safety	**Coronation** Anxiety***	EMSB Anxiety
2015-2016	**NA**	24	**NA**	67	**NA**	18
2016-2017	51%	24	75%	65	32%	18
2017-2018	56%	23	63%	65	NA	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 is higher than that of the board.

Table 7 also shows that the perception of school safety is relatively stable at the Board at about 65%. The perception of school safety is higher at our school, but of concern is the fact that it appears to be on the decline.

Table 7 shows that we do not have sufficient data for the rate of Anxiety reported by students.

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 a baseline of 53.5% in 2019 to 46% by 2022.

School Objective 5.1: To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey from a baseline of 69% in 2017 to 76% 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 to 20% 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.

Schools implementing the initiative in 2019-2020:

School Objective 5.1: To implement the MEES initiative of 60 minutes of physical activity per day for all students.

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.

Signatory Parties

ON BEHALF OF THE SCHOOL

_____ _____

GOVERNING BOARD CHAIRPERSON PRINCIPAL

ON BEHALF OF THE SCHOOL BOARD

_____

DIRECTOR GENERAL

GOVERNING BOARD RESOLUTION

CORONATION SCHOOL EDUCATIONAL PROJECT 2019-2022

WHEREAS The Education Act requires that the school develops an educational project;

WHEREAS The Educational Project was developed with the participation of the various stakeholders involved in the school, including: the governing board, parents, school staff, students, community and school board representatives;

WHEREAS The Educational Project is coherent with the School Board's Commitment-to-Success Plan;

WHEREAS the period covered by the Educational Project is harmonized with the Commitment-to-Success Plan period covered by the School Board;

IT WAS MOVED BY _____AND RESOLVED THAT the Educational Project of 2019-2022 be adopted by the Governing Board.

IT WAS FURTHER MOVED BY_____ AND RESOLVED THAT a copy of the Educational Project be sent to the School Board for its adoption.

IT WAS FURTHER MOVED BY_____ AND RESOLVED THAT upon adoption of the Educational Project by School Board, the

Educational Project will be made public and communicated to the parents and school staff.

_____ _____

Signature, Governing Board Chairperson / Date

Signature, Principal / Date

Appendix 1 Strategies for Implementation of School Objectives

Graduation and qualification:

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 37% in 2017 to 60% by 2022.

Indicator	Target	Strategies
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 37% in 2017 to 60% by 2022.	1. Teachers will put emphasis on identified areas of concern: • Arithmetic: skills in all computation tasks 2. Students will be given more opportunities to practice application problems. 3. In mathematical reasoning, teachers will put emphasis on identified areas of concern: mental computations and fractions.

		4. We will dedicate a portion of our PLC time to further develop intra-cycle communication to ensure consistency of math teaching goals and to attempt to bridge the inter-cycle gaps we may be able to identify. 5. Regular remediation will be scheduled during the Resource Period for students who are struggling in math. 6. Students will be given opportunities to practice basic math skills and to review concepts using interactive math application such as Gizmos, Mathletics as well as board games and centers. Students will have access to the on-line applications both at home and at school. 7. We will continue the school-wide implementation of RTI as a means to increase success rates in the core subjects. 8. Tutors and/or resource teachers will offer math clinics during school time and after school to selected students which will focus on basic skills.

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 16.1% in 2019 to 8% by 2022.**

Objective 2.1: To maintain the gap between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination at 7% through 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	1. Provide a more diverse choice of reading material that will appeal to every student. 2. Provide alternatives to traditional book reports such as use of technology. 3. Empower students to select their own reading material.

	baseline of 16.1% in 2019 to 8% by 2022.	
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 at 7% through 2022.	1. Provide a more diverse choice of reading material that will appeal to every student. 2. Provide alternatives to traditional book reports such as use of technology. 3. Empower students to select their own reading material.

Language Proficiency:

Objective 4: To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above 75% 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 93% 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 65% in 2019 to 77.0% in 2022.

Objective 4.3: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (core) Reading Component of the June MEES examinations above 80% range through 2022.

To maintain the success rate of students on the End-of-Cycle 3 French Second Language (immersion) Reading Component of the June MEES examinations above 90% range through 2022.

Objective 4.4: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (core) Writing Component of the June Board uniform examinations above the 96% range through 2022.

To maintain the success rate of students on the End-of-Cycle 3 French Second Language (immersion) Writing Component of the June Board uniform examinations at the 100% range through 2022.

Indicator	Target	Strategies
The success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations	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.	1. Teachers will put extra emphasis on identified areas of concerns as a result of the item analysis data • Vocabulary • Inference • Sustained reading 2. Teachers will explore vocabulary found in class novels, independent reading novels, and class vocabulary/spelling lists in order to expand the students' general vocabulary repertoire. 3. We will continue to work on analyzing texts with students to see how authors use a variety of strategies, such as structures and features, to enhance their writing. 4. Teachers will continue to model making connections through class novels and students' personal book selections to help them convey their own personal experiences in their writing. 5. The teachers will read aloud and model the use of graphic organizers and written prompts to record thoughts and ideas pertaining to the text.
The success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations	To maintain the success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations above 93% range through 2022.	1. Teacher will focus on reading aloud texts that model good writing that demonstrate fluency, rhythm, and structural patterns in language; 2. To work on pre-writing skills such as generating ideas and organizing them in a coherent paragraph. 3. A secondary focus will be to improve their writing by exposing them to a richer vocabulary.

The average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations	To increase the average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations from a baseline of 65% in 2019 to 77% in 2022.	1. Teachers will teach vocabulary explicitly, and focus on key words, use of picture walk through text **2.** Promote active engagement of students in new vocabulary, using new words in discussion and conversation **3.** The teachers will put extra emphasis on vocabulary and inference
The success rate of students on the End-of-Cycle 3 French Second Language (immersion) Reading component of the June MEES examinations.	To maintain the success rate of students on the End-of-Cycle 3 French Second Language (immersion) Reading component of the June MEES examinations above 90% range through 2022.	1. Teachers will put emphasis on identified areas of concern: • Reading Comprehension (Fiction and Non-Fiction) • Inferencing 2. Students will be given more opportunities to practice EOC exams. 3. Students will take part in Literature Circles using leveled novels to expose them to a variety of texts (GB+) and new vocabulary. 4. We will dedicate a portion of our weekly schedule to interactive classroom centers that focus on specific reading strategies.
The success rate of students on the End-of-Cycle 3 French Second Language (core) Writing component of the June Board uniform examinations.	To maintain the success rate of students on the End-of-Cycle 3 French Second Language (core) Writing component of the June Board uniform examinations above 96% range through 2022.	1. Teachers will provide templates for students to practice writing varied texts and will give feedback through conferencing. 2. Teachers will read aloud a shared text and then model writing a reading response based on it. 3. Teachers will focus on the components of writing such as grammar, vocabulary and sentence structure.
		1. Teachers will provide templates for students to practice writing varied texts and will give feedback through conferencing.

The success rate of students on the End-of-Cycle 3 French Second Language (immersion) Writing component of the June Board uniform examinations.	To maintain the success rate of students on the End-of-Cycle 3 French Second Language (immersion) Writing component of the June Board uniform examinations at 100% through 2022.	2. Teachers will read aloud a shared text and then model writing a reading response based on it. 3. Teachers will focus on the components of writing such as grammar, vocabulary and sentence structure.

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 53.5% in 2019 to 46% 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 69% in 2017 to 76% 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 to 20% 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 53.5% in 2019 to 46% by 2022.	1. We will ensure that the children know they have a contact person that they can go to in any situation (i.e. a teacher, the principal, behavior technician, the CCW...) 2. Social groups have been created to accommodate children who need to learn social skills in a more focused setting. This will help children differentiate between conflict and bullying.
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 69% in 2017 to 76% by 2022.	

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 to 20% by 2022.	3. Lunch activities are being offered to structure playtime to minimize inappropriate behaviors. 4. Spiritual animator and principal will hold assemblies to reinforce common expectations. 5. Establish good and frequent communication with parents. 6. Consult on particular situations with professional staff such as the behavior tech, psychologist, and social worker. 7. A student council will be set up to give grade 6 students a voice to talk about concerns and offer suggestions that can be made. They will also model positive behavior and school spirit. 8. Kids for Social Change is a team of students whose activities promote local and global community involvement; the focus on others will help them become better citizens.