



Commission scolaire English-Montréal
English Montreal School Board



EDUCATIONAL PROJECT

Dalkeith Elementary

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, 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
- Students (through the Tell Them From Me Survey)
- All staff, including, teachers, professionals, support staff and daycare personnel

The Consultation

The school's administration met with staff through staff meetings as well as staff council and surveyed the teaching staff through an anonymous electronic survey. The parents were consulted through a 'round table' type meeting with members of the 2018 2019 Governing Board, PPO and other involved parents. Based on the discussion that stemmed from that meeting, an electronic survey of 10 questions.

After the consultation some common themes or orientations emerged.

- Ensuring manageable class sizes
- Providing authentic learning situations and outcomes
- Promote the use of and integration of technology
- Increased support for special needs students **INSIDE** the classroom
- Increased support for special needs students one on one or in small groups **OUTSIDE** the classroom
- Encourage optimal communication and collaboration within the organization, as well as with parents and partners
- Training opportunities for educators
- Preparing our students to live a healthy, balanced lifestyle

N.B. these are not in any priority order but will be is subsequent consultation.

School Profile

Dalkeith Elementary was opened in 1961 as an English school teaching French for 30 minutes a day. In September 2003, the school implemented 30% French program which increased the French instruction to 90 minutes daily. Dalkeith Elementary is recognized by the EMSB as a **Core English School** servicing the English population in the North-East end of the city. Between 1973 and 1999, Dalkeith Elementary continued to grow as a result of a series of mergers with other schools that were closing in the area, the last of which was Tara Hall. Dalkeith Elementary School is situated at 7951 Dalkeith Ave. in Anjou. Dalkeith's territory serves students from Anjou, Montréal East, Montréal North, St-Léonard and Rivières- des- Prairies. Our school is currently comprised of approximately 180 students from Kindergarten to Cycle 3. Generally, we have seen a gradual decrease in our population board-wide as many eligible families have moved off island. However, in the past few years we have had an increase in population, particularly in students with identified special needs and with students whose parents have opted to register them in the English core program). Many parents made the choice to transport the students to our school daily as they reside on island but out of Dalkeith's bussing zone.

Dalkeith Elementary spearheaded the integration of special needs students into regular classes, a program which continues to this day. Dalkeith firmly believes in inclusive education and that each child has the potential to learn. Currently, over 50% of our student population has been identified as either 'special needs' or 'at risk'. These students all on an Individualized Education Plan or an Action Plan to help overcome their challenges. Dalkeith continues to offer an inclusive environment where all students are given the opportunity to learn, grow and develop to their upmost potential. Dalkeith Elementary's results tend to fluctuate from year to year and cohort to cohort. A number of factors are believed to play a role in this including class size and student movement from other programs and educational streams.

Our Mission

Our mission is to provide a quality inclusive education where all students have the opportunity to learn, grow and develop.

Our vision is to create an environment where all students feel that their potential is being nurtured.

Our school believes in "Fostering Potential" in all students.

Our Values

Our school believes in "Fostering Potential" in all students.

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	Dalkeith Elementary <u>Success Rate of EOC3</u> Mathematical Reasoning (C2)	EMSB <u>Success Rate on EOC3</u> Mathematical Reasoning (C2) EMSB CORE SCHOOLS	EMSB <u>Success Rate on EOC3</u> Mathematical Reasoning (C2) EMSB
2015	38.5	48.8	64.0
2016	31.6	53.2	65.2
2017	59.1	61.3	74.3
2018	51.9 (/)	57.4	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 increased from 38.5 % in 2015 to 51.9 % in 2018. Our scores are more in keeping with those of other core schools than those of the EMSB at large. It such be noted that the average sample size of the classes over the four years was only 20 students writing the exam. In establishing our baselines, we chose to take an average of the last four years. The baseline for the last four years is 45.3%

Dalkeith 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 45.3% 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: Dalkeith Elementary 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
Dalkeith Elementary (Boys)	66.7	33.3	92.9	0.6
Dalkeith Elementary (Girls)	100		92.3	
EMSB (Boys)	83.4	10.3	83.5	11.3
EMSB (Girls)	93.7		94.8	

EMSB Lumix Data, 2018

Table 2 shows that the gap in the success rate of the English Language Arts EOC 3 June MEES Examination Reading Component decreased from 33% in 2016-2017 to 0.6% 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 lower 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. Further data will allow us to gain a better grasp of the situation.

Dalkeith Objective 2: To maintain a parity of 5% between boys and girls on the End-of-Cycle 3 ELA Reading Component of the June MEES examination through 2022.

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

FRA610 Core	2016-2017	Gap	2017-2018	Gap
Dalkeith Elementary (Boys)	66.7	33.3	100	0
Dalkeith Elementary (Girls)	100		100	
EMSB Bilingual (Boys)	69.1	22.6	75.9	10.5
EMSB Bilingual (Girls)	91.7		86.4	

EMSB Local Data, 2018

Table 3 shows that the gap in the success rate of the French Second Language End-of-Cycle 3 Board-wide Examination Writing Component increased from 33.3% in 2016-2017 to 0% in 2017-2018. The gap at the school level mirrors that of the Board. There is no gap. Further data will allow us to gain a better insight into the situation.

Dalkeith Objective 2.1: To maintain the existing parity between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination at 16% through 2022.

NB. Objective 3 not applicable to schools.

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 4.4: 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 4.5: 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: Dalkeith Elementary Success Rates in End-of-Cycle 3 English Language Arts MEES Examination (%)

Year	Reading Component			Writing Component		
	Dalkeith Elementary	EMSB CORE	EMSB	Dalkeith Elementary	EMSB CORE	EMSB
2015-2016	85.0	86.2	92.4	90.0	96.4	97.5
2016-2017	86.4	85.8	88.5	90.9	85.8	94.5
2017-2018	92.6	82.5	89.1	88.9	88.9	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 Dalkeith Elementary increased from 85.0% in 2016 to 92.6% in 2018. The school’s results are in keeping with those of the EMSB and tend to be slightly higher than those of other core schools.

The school’s **success rate** of the Writing Component on the End-of-Cycle 3 MEES Examination has remained relatively stable at 90% since 2016, slightly lower than that of the EMSB and in keeping with those of other core schools.

The school will maintain the success rate above 85% for the Reading Component and maintain the success rate above 90% for the Writing Component.

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

Year	Reading Component			Writing Component		
	Dalkeith Elementary	EMSB CORE	EMSB	Dalkeith Elementary	EMSB CORE	EMSB
2015-2016	72.3	71.1	72.5	72.8	74.1	75.8
2016-2017	74.1	69.4	71.2	72.5	68.2	74.2
2017-2018	77.0	69.7	72.8	72.4	71.2	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. The results of the school mirrors the results of the Board. To calculate the baseline, an average of the last two years will be used. Dalkeith **average mark** Reading Baseline = **74%**. Dalkeith **average mark** Writing Baseline = **72%**

Dalkeith Objective 4: To maintain the **success rate** of students on the **ELA** End-of-Cycle 3 **English Reading** Component of the June MEES examinations above 85% through 2022.

Dalkeith Objective 4.1: To maintain the **success rate** of students on the **ELA** End-of-Cycle 3 **English Writing** Component of the June MEES examinations above 85% range through 2022.

Dalkeith Objective 4.2: To increase the **average mark** of students on the **ELA** End-of-Cycle 3 **Reading Component** of the June MEES examinations from a baseline of 74% in 2019 to 80% in 2022.

Dalkeith Objective 4.3: To increase the **average mark** of students on the **ELA** End-of-Cycle 3 **Writing Component** of the June MEES examinations from a baseline of 72% in 2019 to 75% in 2022.

French Second Language (Core Program)

**Table 6: Dalkeith Elementary Success Rates in End-of-Cycle 3
French Second Language Board-wide Uniform Examination (%)**

Year	Reading Component		Writing Component	
	Dalkeith Elementary	EMSBCore	Dalkeith Elementary	EMSBCore
2014-2015	69.2	55.3	100	80.1
2015-2016	80.0	83.5	90.0	81.9
2016-2017	72.7	58.7	86.4	79.6
2017-2018	80.8	66.8	100	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 as compared to that of other EMSB Core schools. The success rate for reading have fluctuated but have tended to be in keeping with or above those of other core schools. The writing component has been consistently high throughout again, in keeping with or above those of other core schools.

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

Dalkeith **success rate** French Reading Component Baseline = **75%**. Dalkeith **success rate** French Writing Component Baseline = **93%**

**Table 7: Dalkeith Elementary Average Scores in End-of-Cycle 3
French Second Language Board-wide Uniform Examination (%)**

Year	Reading Component		Writing Component	
	Dalkeith Elementary	EMSBCore	Dalkeith Elementary	EMSBCore
2014-2015	70.8	62.7	85.4	74.1
2015-2016	74.7	78.4	79.5	75.4
2016-2017	69.8	61.6	79.3	75.6
2017-2018	72.5	66.7	79.7	73.6

Source: EMSB Local Data 2018

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

Dalkeith **average mark** French Reading Component Baseline = **71%**. Dalkeith **average mark** French Writing Component Baseline = **79%**

Dalkeith Objective 4.4: To maintain the **success rate** of students on the End-of-Cycle 3 **FSL** (core) **Reading Component** of the June MEES examinations above 75% range through 2022.

Dalkeith Objective 4.5: To maintain the success rate of students on the End-of-Cycle 3 FSL (core) Writing Component of the June Board uniform examinations above the 90% range through 2022.

Dalkeith Objective 4.6: To maintain the average mark of students on the End-of-Cycle 3 FSL (core) Reading Component of the June MEES examinations above 75% range through 2022.

Dalkeith Objective 4.7: To maintain the average mark of students on the End-of-Cycle 3 FSL (core) Writing Component of the June Board uniform examinations above the 80% range through 2022.

Orientation: Well-being of the School Community

EMS B OBJECTIVE

A welcoming, safe, and caring living environment

EMS B 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

EMS B 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

EMS B 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 8: EMS B Elementary Student's Perception of Bullying, Perception of School Safety and Sense of Anxiety (%)

Year	Dalkeith Bullying*	EMS B Bullying	Dalkeith School Safety**	EMS B School Safety	Dalkeith Anxiety***	EMS B Anxiety
2015-2016	NA	24	NA	67	NA	18
2016-2017	29	24	67	65	24	18
2017-2018	32	23	60	65	22	18

Source: Our School 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 seems to be slightly higher than that of the board, but of concern is the fact that it appears to be on the rise.

It should also be noted that the table 7 data comes from the “Tell them form me survey” which is different than our internal survey that asks the students **“Since this school year started I have been bullied by another student(s)”**. Below are the 2017-2018 results.

	Since this school year started I have been bullied by another student(s)								
	Never	A little (1-3 times)	A lot (4 times or more)	All the time	Never	A little (1-3 times)	A lot (4 times or more)	All the time	
grade 6	23	3	2	0	28	82%	11%	7%	0%
grade 5	19	7	1	2	29	66%	24%	3%	7%
	42	10	3	2	57	74%	18%	5%	4%

Table 7 also shows that the perception of school safety is relatively stable at the Board at about 65%. The perception of school safety our school is very similar if not equal to that of the board. It should also be noted that the table 7 data comes from the “Tell Them from Me Survey” which is different than our internal survey that asks the students **“Do you feel safe at school”** below are the 2017 2018 results

	Do you feel safe at school?								
	always	almost always	almost never	never	always	almost always	almost never	never	
grade 6	20	7	1	0	28	71%	25%	4%	0%
grade 5	19	8	0	2	29	66%	28%	0%	7%
	39	15	1	2	57	68%	26%	2%	4%

Table 7 shows that while the anxiety level of students in stable at 18% at the Board level, the anxiety level of our school at 23% is slightly higher than that of the board, and is on the decrease.

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

Dalkeith 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 31% in 2019 to 25% by 2022.

Dalkeith Objective 5.1: To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey from a baseline of 65% in 2017 to 70% by 2022.

Dalkeith 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 23% in 2017 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.

Schools implementing the initiative in 2021-2022:

School Objective 5.2: To prepare for the implementation of the MEES initiative of 60 minutes of physical activity per day for all students.

Appendix 1 Strategies for Implementation of School Objectives

Graduation and qualification:

Dalkeith 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 **45.3%** in 2019 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 45.3% in 2019 to 60% by 2022.	<ul style="list-style-type: none"> • Work with consultants to create a single point rubric from the existing analytic rubric. • Use single point rubric to provide feedback to students. • Delaying the grade: get students to read and act on feedback. • Increase center based lessons to facilitate differentiation and incorporate student choice and encourage cooperative learning. • Incorporating manipulatives. • Use of “I can” statements to set objectives.

Equity:

Dalkeith Objective 2: To decrease the gap between boys and girls on the End-of-Cycle 3 ELA Reading Component June MEES examination from a baseline of **17%** in 2019 to **10%** by 2022.

Dalkeith Objective 2.1: To maintain the existing parity between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination at **16%** through 2022.

Indicator	Target	Strategies
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The gap in success rates between the boys and girls ELA	To decrease the gap between boys and girls on the End-of-Cycle 3 ELA Reading Component of the June MEES examination from a baseline of 17% in 2019 to 10% by 2022.	<ul style="list-style-type: none"> • Clear structure in lessons and explicit about what successful outcomes look like (exemplars and anchor papers). • Provide well-paced, wide-ranging activities including some which are competitive and some that ask for group and class discussion. • Increased use of ICT and assistive technology from start to finish for some assignments.
The gap in success rates between the boys and girls FSL	To maintain the existing parity between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination at 16% through 2022.	<ul style="list-style-type: none"> • Provide more opportunities for collaborative learning as well as work that can be done independently. • Formative assessments - help students understand their learning goals and use shared and clearly understood criteria to assess how well they are doing. • Increase use of technology throughout a lesson, with guidance until able to work independently. • Clear structure in lessons and explicit instructions on what a successful outcome looks like.

Language Proficiency:

Dalkeith Objective 4: To maintain the success rate of students on the ELA End-of-Cycle 3 Reading Component of the June MEES examinations above 85% through 2022.

Dalkeith Objective 4.1: To maintain the success rate of students on the ELA End-of-Cycle 3 Writing Component of the June MEES examinations above 85% range through 2022.

Dalkeith Objective 4.2: To increase the average mark of students on the ELA End-of-Cycle 3 Reading Component of the June MEES examinations from a baseline of 74% in 2019 to 77% in 2022.

Dalkeith Objective 4.3: To increase the average mark of students on the ELA End-of-Cycle 3 Writing Component of the June MEES examinations from a baseline of 72% in 2019 to 75% in 2022.

Dalkeith Objective 4.4: To maintain the success rate of students on the End-of-Cycle 3 FSL (core) Reading Component of the June MEES examinations above 75% range through 2022.

Dalkeith Objective 4.5: To maintain the success rate of students on the End-of-Cycle 3 FSL (core) Writing Component of the June Board uniform examinations above the 90% range through 2022.

Dalkeith Objective 4.6: To maintain the **average mark** of students on the End-of-Cycle 3 **FSL** (core) **Reading Component** of the June MEES examinations above 75% range through 2022.

Dalkeith Objective 4.7: To maintain the **average mark** of students on the End-of-Cycle 3 **FSL** (core) **Writing Component** of the June Board uniform examinations above the 80% 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 ELA End-of-Cycle 3 English Reading Component of the June MEES examinations above 85% range through 2022.	<ul style="list-style-type: none"> • Teach the use of graphic organizers: help students write a well-organized summary of a text. • Common tools and language to help the students better examine and show relationships in the text. • Common tools and language to help the students better focus on the author's purpose, meaning of the text. • Common tools and language to help the students better focus on the text's structures and features. • Continue guided reading to improve reading comprehension and fluency.
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 ELA End-of-Cycle 3 English Writing Component of the June MEES examinations above 85% range through 2022.	<ul style="list-style-type: none"> • Common practice and daily activity for students to write, ex: journals, writer's notebook • Common tools and harmonization of language to teach the students to use the writing process: prewriting, drafting, revising, editing, publishing and evaluating.
The average mark of students on the ELA End-of-Cycle 3 Reading Component of the June MEES examinations	To increase the average mark of students on the ELA End-of-Cycle 3 Reading Component of the June MEES examinations from a baseline of 74% in 2019 to 77% in 2022.	<ul style="list-style-type: none"> • Improving text comprehension by giving students a purpose for reading. Focus the students' attention on what they are to learn. Help students think actively as they read through questioning. • After reading the text, provide the students with two types of questions: <ol style="list-style-type: none"> 1-Literal questions based on recall or easily found information in the text. 2-Inferential questions which require students to use what they already know and what they learned from the text to answer the questions. <ul style="list-style-type: none"> • Continue guided reading to improve reading comprehension and fluency.
The average mark of students on the ELA End-of-Cycle 3 Writing Component of the June MEES examinations	To increase the average mark of students on the ELA End-of-Cycle 3 Writing Component of the June MEES examinations	<ul style="list-style-type: none"> • Common graphic organizers to plan for writing. • Common Focus on writing process to help students with their purpose for writing. <ol style="list-style-type: none"> 1- Prewriting 2- Writing 3- Editing

	from a baseline of 72% in 2019 to 75% in 2022.	4- Publishing
The success rate of students on the End-of-Cycle 3 FSL (core) Reading component of the June MEES examinations	To maintain the success rate of students on the End-of-Cycle 3 FSL (core) Reading Component of the June MEES examinations above 75% range through 2022.	<ul style="list-style-type: none"> • Expose students to different types of reading materials on a regular basis throughout the school year • Board wide common Word List • Literacy circles
The success rate of students on the End-of-Cycle 3 FSL (core) Writing component of the June Board uniform examinations	To maintain the success rate of students on the End-of-Cycle 3 FSL (core) Writing Component of the June Board uniform examinations above the 90% range through 2022.	<ul style="list-style-type: none"> • Teach students how to use the proper tools to better their writing skills. • Expose students to different writing styles throughout the year. • Have clear instructions at all times. Lessons are being taught in a step by step manner and goals/outcomes for each step have been identified.
The average mark of students on the End-of-Cycle 3 FSL (core) Reading component of the June MEES examinations	To maintain the average mark of students on the End-of-Cycle 3 FSL (core) Reading Component of the June MEES examinations above 75% range through 2022.	<ul style="list-style-type: none"> • Expose students to different types of reading materials on a regular basis throughout the school year. • Board wide common Word List • Literacy circles
The average mark of students on the End-of-Cycle 3 FSL (core) Writing component of the June Board uniform examinations	To maintain the average mark of students on the End-of-Cycle 3 FSL (core) Writing Component of the June Board uniform examinations above the 80% range through 2022.	<ul style="list-style-type: none"> • Teach students how to use the proper tools to better their writing skills. • Expose students to different writing styles throughout the year. • Have clear instructions at all times. Lessons are being taught in a step by step manner and goals/outcomes for each step have been identified.

Overall Best Practice / Strategies Across Most Objectives
<ul style="list-style-type: none"> • Exams based on the EOC given in the first year of each cycle. • Giving students time to struggle with their work rather than immediately helping them (to foster increased independence) Fostering a growth mindset to help develop student confidence. • Delay grading work. • Increased and consistent use of “I can” statements.

- Increased use of technology in all classes.
- More consistent and effective use of formative assessment regularly in all classes.
- Increase preparedness for high school with schedule and expectations of class.

The Living Environment:

Dalkeith 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 31% in 2019 to 25% by 2022.

Dalkeith Objective 5.1: To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey from a baseline of 65% in 2017 to 70% by 2022.

Dalkeith 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 23% 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 31% in 2019 to 25% by 2022.	<ul style="list-style-type: none"> • Student Rights and Responsibility Charter
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 65% in 2017 to 70% by 2022.	<ul style="list-style-type: none"> • House Reward Program
The rate of moderate to high level anxiety as reported by elementary	To decrease the rate of moderate to high level anxiety as reported by elementary	<ul style="list-style-type: none"> • Reinforcement of the 3R's of Dalkeith Reason, Responsibility, Respect,

school students on the OURSCHOOL Survey	school students on the OURSCHOOL Survey from a baseline of 23% in 2017 to 15% by 2022.	
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