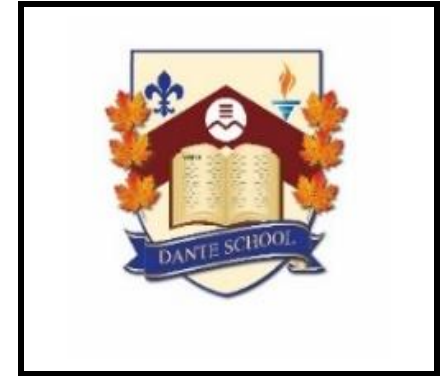




Commission scolaire English-Montréal  
English Montreal School Board



# EDUCATIONAL PROJECT

## DANTE ELEMENTARY

### 2019-2022

# Table of Contents

<b>1. Goal of the Educational Project.....</b>	<b>2</b>
<b>2. Legal and Regulatory Framework .....</b>	<b>2</b>
<b>3. Groups that Collaborated in the Development of the Project.....</b>	<b>2</b>
<b>4. Groups Consulted in the Development of the Project.....</b>	<b>3</b>
<b>5. School Profile.....</b>	<b>3</b>
<b>6. Our Mission.....</b>	<b>6</b>
<b>7. Our Values.....</b>	<b>6</b>
<b>8. Alignment to the EMSB’s Commitment-to-Success Plan.....</b>	<b>6</b>
<b>9. Orientations, Objectives, Indicators and Targets of the School and the EMSB.....</b>	<b>7</b>
<b>10. Implementation and Monitoring of the Project.....</b>	<b>17</b>
<b>11. Signatories.....</b>	<b>18</b>
<b>12. Resolution of the Governing Board Adoption of Educational Project.....</b>	<b>19</b>
<b>13. APPENDIX 1 : Strategies for Implementation of School Objectives.....</b>	<b>20</b>

# 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
- All staff, including, teachers, support staff and daycare personnel

## School Profile

Dante Elementary school is situated in an urban area, located in the St. Leonard borough, bordered by Anjou in the east, St. Michel in the west, and Montreal North in the north. It offers a bilingual program of instruction. It has two kindergarten classes and 14 classes from grades 1 to grade 6, for a total 257 students. Fifty percent of the students’ workload is taught in the English language and the other fifty percent is taught in French. The student timetable is based on a Monday to Friday schedule. The following table indicates the subjects taught at each grade level and the language of instruction they are delivered in.

In addition to the MEES mandatory program, Dante Elementary offers Italian language courses to all its students. The *Programme d’enseignement des langues d’origine* (P.E.L.O) provides opportunities for students to practice and master the language of origin of their parents or grandparents.

Grade Level	Language of Instruction	English Language Arts	Français	Mathematics	Science	Social Science	ERC	Arts Plastiques	Movement and Dance	Physical Education and Health	Musique
Kindergarten	English									X	
	French								X		X
Cycle 1	English	X					X			X	
	French		X	X				X			X
Cycle 2	English	X		X						X	
	French		X		X	X	X	X			X
Cycle 3	English	X		X						X	
	French		X		X	X	X	X			X

\*\* The competencies for the Kindergarten program are not included in the table above as they differ from those of the primary grades.

The school staff is comprised of one principal, twenty-two teachers, five attendants, one special education technician, seven daycare staff, six lunch monitors, one full time secretary, one part-time secretary and two caretakers. There is one full-time English resource teacher and a second English resource teacher working three days per week. Both resource teachers share a classroom space where they can work with students at times but the majority of their interventions are done inside the classroom with their colleagues. One teacher is designated as the staff assistant. In addition to the

attendants and special education technicians, the Student Services team from the Board includes a psychologist, a spiritual and community animator and a speech and language pathologist who come to the school one day a week. An occupational therapist is also available for consultation. The school staff is dedicated and works diligently to support the whole child. The staff is supportive of each other and work collaboratively to develop a strong school climate where students feel like they are part of a caring community.

Dante Elementary School features a dedicated art room with all students from kindergarten to grade six receiving ninety minutes of visual arts per week with a specialized teacher. Students also have the opportunity to work with a music specialist for one hour every week. The music room is equipped with a variety of instruments. Our specialists offer extra-curricular activities to our students such as Art Club at lunch time and Band after school twice a week. Teachers regularly work together to develop projects that are carried out between buddy classes, in cycles or school-wide. There is a variety of computer equipment that is available for teaching (smartboards, laptops, and iPads) and staff continue to explore new methods of teaching with these tools. Online books are widely available to all students. The school has a library supported by a library technician 3 days a week. The school has an expansive yard and a playground.

Dante students love playing sports. There are intramural and intermural sporting events offered by the physical education teacher. Many of our Cycle 3 students participate in team sports with the Greater Montreal Athletics Association (GMAA). The school offers a variety of activities at lunch time such as hockey, art club, looming and choir. We also offer 3 sessions per year of extra-curricular activities such as chess, karate, tennis, science and jewelry making to name a few. These are run by local organizations and come at a low cost to our parent population.

Approximately 100 students make use of daycare services on a regular basis and 30% attend daycare occasionally. Four buses provide transportation services to our pupils. Approximately 95% of the children in the school were born in Quebec. English remains the main language spoken at home (79%), followed by French (12%) and other languages (9%) such as Italian, Spanish, Portuguese, Arabic, Vietnamese and Chinese. The *Indice de milieu socio-économique* (IMSE) is an index given to a school by the Ministry that describes the socio-economic backgrounds from which the students come. The IMSE for our school is 8, with 10 being the lowest possible level. Schools with an index greater than 7 receive additional funding from the Ministry. We provide a number of assistance measures to our families in need such as field trips and cultural experiences for all students. The proportion of single-parent families is 10%.

Our school population varies in socio-economic status, behaviour and academic needs. Approximately 20% of students in the school receive additional support for learning, social or emotional challenges. The staff has a good overall understanding of how to support the growth of the whole child. This is further supported by quiet classroom corners and flexible classroom settings. Brain breaks and movement are integrated in daily lessons. Every year there is a school theme that focus on helping students actualize their potential as well as provide inspiration. Moreover, students have access to a full-time sensory room as well as a resource room in the event that they require academic or emotional support.

Approximately 20% of our student population has an I.E.P. (Individualized Education Plan) with 26 coded students and several waiting to be assessed. Our teaching staff is very dynamic and strives to implement educational tools and teaching practices that make learning meaningful for all students. Dante teachers and staff are constantly looking for the best possible methods and solutions to help their students improve. This is why professional development is so important. A few examples of efficient strategies to improve literacy are the Daily 5 and the Two-Table Model. These methods allow the classroom teacher and the resource teacher to work simultaneously with small groups of children to develop their literacy skills. We also use the Wilson Program to help struggling readers learn fluent decoding and encoding skills, word recognition and word structure.

Services are offered by the local *Centre intégré universitaire de santé et de services sociaux* (CIUSSS) including a nurse for one day per week. A social work liaison is on call for consultation and referral. Dante Elementary receives funding from the Breakfast Club of Canada to partially subsidize breakfasts for our students on a daily basis.

The OURSCHOOL Survey is administered once a year and provides feedback to administration about student perceptions of their daily lives. Within the last year, we have learned that our rate of perceived victimization (bullying) has slightly decreased among all students. We have noticed that the level of anxiety is higher in grade 4 students, but decreases when they enter grades 5 and 6. Most students report that they feel safe at school and that they feel a sense of belonging to the Dante community.

Relations between teachers, parents and students are supportive and collaborative. Parental involvement is seen as important. The members of the Governing Board are actively involved in working to support school improvement. The Parent Participation Organization (PPO) meets regularly and is very implicated in school life. Its parent members are very involved; they volunteer daily, attend meetings regularly and support school wide events. The school holds many activities which include the families of students: an annual concert (holiday or end-of-year), an annual family evening such as bingo night or dinner/dance night, graduation ceremonies for Kindergarten and grade 6 students, and an end-of-year BBQ to name a few. We continue to develop events that bring together the school community and encourage parents to participate in their child's education in a positive manner.

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

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

- Students' success rate on the End of Cycle 3 June Mathematics Exam (C2: Mathematical Reasoning Component) increased from 69.4% in 2015 to 80.9% in 2018. In the C1: Situational Problems Component, students' success rate increased from 75.5% to 89.6%
- Students' success rate in the French Reading Component has increased significantly from 71.4% in 2015 to 95.6% in 2018. In the Writing Component, results have increased from 83.7% in 2015 to 95% in 2018.
- In the English Language Arts June MEES Exam, the success rate on the Reading Component has increased from 87.8% in 2015 to 88.2% in 2018. The Writing Component for this group increased significantly from 87.8% to 100%.
- The results of the **OurSCHOOL** (formerly known as **Tell Them From Me**) surveys of student perceptions concerning victimization resulting from moderate to severe bullying, school safety and anxiety. Over the last three years, the perception of bullying has remained relatively unchanged. Student perceptions of school safety have improved. We have noticed a slight increase in the perceived anxiety level of students.

In addressing each of these goals, the school staff has been making use of data to monitor progress towards the established targets and inform decision-making. The staff has gradually been developing a greater sensitivity to which strategies and measures are having a positive impact.

## **Our Mission**

The parents, the staff and the administration are committed to providing a safe and inclusive learning environment, where every student develops to their fullest potential, academically and socially, while respecting the diversity of the individual and the community.

## **Our Values**

Our school is guided by values such as patience, perseverance, responsibility and respect for cultural differences and for those with learning challenges.

## **The Consultation**

In the process of developing the educational project of our school, multiple stakeholders were consulted. Members of the Governing Board had a round-table discussion during a monthly meeting. A survey was sent out to our parent population via email. Dante staff was also consulted via survey (teachers, daycare educators and support staff). The following were highlighted in both the parents' and staff's consultations:

- Decreasing enrolment and school closure were a concern for both groups.
- The majority of respondents (82%) indicated that Dante is a welcoming, caring and nurturing environment for students, where parents and staff work collaboratively for the well-being of children.
- The increase in the number of students with learning and behavioural difficulties and the need for additional resources to ensure their success.
- Both groups indicated that students would benefit from conflict resolution and social skills training. There is consensus that there is a need for students to improve their interpersonal skills. We will work towards providing students with the tools and the vocabulary necessary to resolve conflicts.

## **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	Dante Elementary Success Rate of EOC3 Mathematical Reasoning (C2)	EMSB Success Rate on EOC3 Mathematical Reasoning (C2)
2015	69.4	63.8
2016	90.4	64.4
2017	90.6	74.3
2018	80.9	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 considerably from 69.4% in 2015 to 90.4% in 2016. The school outperformed the Board by 26% in 2016 and continued to surpass the school board success rate in the following years. In 2018, the school success rate dropped by 9.7%. An analysis of recent results shows that students had difficulty with answering multiple choice questions. Strategies will be put in place to help students understand the process of answering multiple choice questions.

In establishing our baselines, we chose to take an average of the last four years. The baseline for the last four years is 82.8%.

**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 82.8% in 2019 to 88.0% by 2022.**

## *Orientation: Equity among Various Groups*

### EMSB OBJECTIVE

#### Equity

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

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

**Table 2: Dante Elementary and EMSB Success Ratio in End-of-Cycle 3 English Language Arts Reading Component of the June MEES Examination (% Equivalent)**

	2016-2017	Gap	2017-2018	Gap
<b>Dante Elementary (Boys)</b>	100 (34/34)	0	76.7 (23/30)	20.7
<b>Dante Elementary (Girls)</b>	100 (18/18)		97.4 (37/38)	
EMSB (Boys)	83.4	10.3	83.5	11.3
EMSB (Girls)	93.7		94.8	

*Source: EMSB Lumix Data, 2018*

Table 2 shows the success rate of boys in the English Language Arts EOC 3 June MEES Examination Reading Component decreased from 100 % in 2017 to 76.7 % in 2018 and the success rate of girls decreased slightly from 100% in 2017 to 97.4% in 2018. Table 2 also shows the gap in success rate increased from 0% in 2017 to 20.7% in 2018. The 20.7% gap represents 6 less boys that were not successful in 2018 and this is a significant gap. The Board's gap increased from 10.3% in 2017 to 11.3% in 2018. 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. The baseline is 10.4%. Further data will allow us to gain a better grasp of the situation.

**School Objective 2: To decrease the gap in success rates between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component June MEES examination from a baseline of 10.4% in 2019 to 5.0% by 2022.**

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

	2016-2017	Gap	2017-2018	Gap
Dante Elementary (Boys)	97.1 (34/35)	2.9	96.7 (29/30)	3.3
Dante Elementary (Girls)	100 (18/18)		100 (38/38)	
EMSB Bilingual (Boys)	93.9	3.4	85.1	9.0
EMSB Bilingual (Girls)	97.3		94.1	

*EMSB Local Data, 2018*

Table 3 shows that the gap in the success rates of the French Second Language End-of-Cycle 3 Board-wide Examination Writing Component remained stable at about 3%. In both years, there was one boy that was not successful. There is no real gap.

**School 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 about 3% 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: Dante Elementary Success Rates in End-of-Cycle 3  
English Language Arts MEES Examination (%)**

Year	Reading Component		Writing Component	
	Dante Elementary	EMSB	Dante Elementary	EMSB
2015-2016	88.5	92.4	94.2	97.5
2016-2017	100	88.5	98.1	94.5
2017-2018	88.2	89.1	100	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 Dante Elementary fluctuated in the last 3 years from 88% to 100%. The Board’s success rate in the Reading component hovered in the 90% range. The Board’s success rate in the Writing component remained relatively stable at about 95%. The school’s success rate increased steadily from 94.2% in 2016 to 100% in 2018. The school will maintain the success rate at or above 92% for the Reading component and maintain the success rate at or above 95% for the Writing Component.

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

Year	Writing Component	
	Dante Elementary	EMSB
2016-2017	74.8	74.2
2017-2018	76.6	73.8

*Source: EMSB Local Data 2018*

As a result of the very high success rate in Writing, the school has undertaken to improve the proficiency level of students. Table 5 shows the average mark on the Writing Component increased from 74.8% in 2017 to 76.6% in 2018. The average mark of the Board hovered at 74%. To calculate the baseline, an average of the last two years will be used. The baseline is 75.7%.

- Objective 4: To maintain a success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations at or above 92% through 2022.**
- Objective 4.1: To maintain a success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations at or above 95% through 2022.**
- Objective 4.1a: To increase the average mark of students on the End-of-Cycle 3 Writing Component of the June MEES examinations from a baseline of 75.7% in 2019 to 77.0% in 2022.**

## French Second Language (Bilingual Program)

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

Year	Reading Component		Writing Component	
	Dante Elementary	EMSBBilingual	Dante Elementary	EMSBBilingual
2014-2015	71.4	74.9	83.7	89.3
2015-2016	80.8	81.0	100	97.9
2016-2017	86.8	90.6	98.1	97.3
2017-2018	95.6	90.8	98.5	93.6

Source: EMSB Lumix 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 71.4% in 2015 to 80.8% in 2016, mirroring the results of the Board. In 2016-17, the exam format changed for the Reading component to include audio and visual texts in addition to written texts. Since then, the success rate increased to 95.6% in 2018. There has been no change in the exam format in the Writing component. The success rate in Writing increased from 83.7% in 2015 to 98.5% in 2018. We will maintain a success rate above 90% for the Reading Component, and maintain above 95% for the Writing Component.

**Table 6.1: Dante Elementary Average Grades in End-of-Cycle 3  
French Second Language Board-wide Uniform Examination (%)**

Year	Writing Component	
	Dante Elementary	EMSBBilingual
2016-2017	83.4	83.1
2017-2018	84.6	82.2

Source: EMSB Local Data 2018

As a result of the very high success rate in Writing, the school has undertaken to improve the proficiency level of students. Table 6.1 shows the average mark on the Writing Component increased from 83.4% in 2017 to 84.6% in 2018. To calculate the baseline, an average of the last two years will be used. The baseline is 84.0%.

**Objective 4.2: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading Component of the June MEES examinations above 90% through 2022.**

**Objective 4.3: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Writing Component of the June MEES examinations above 95% through 2022.**

**Objective 4.3a: To increase the average mark of students on the End-of-Cycle 3 French Second Language (bilingual) Writing Component of the June Board uniform examinations above 84% 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	Dante Elementary Bullying*	EMSB Bullying	Dante Elementary School Safety**	EMSB School Safety	Dante Elementary Anxiety***	EMSB Anxiety
2015-2016	22	24	64	67	22	18
2016-2017	23	24	72	65	19	18
2017-2018	22	23	71	65	24	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 the perception of bullying has remained relatively stable at the Board level at about 24%. The perception of bullying at our school has remained relatively stable at about 22%.

Table 7 also shows that the perception of school safety is relatively stable at the Board at about 66%. The perception of school safety increased from 64% in 2016 to 72% and has remained relatively stable since.

Table 7 shows that while the anxiety level of students is stable at 18% at the Board level, the anxiety level of our students is higher than that of the board.

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 students who perceive bullying or victimization on the OURSCHOOL Survey from 22% in 2019 to 18% by 2022.**

**School Objective 5.1: To increase the rate of students who report feeling safe attending school on the OURSCHOOL Survey from 69% in 2019 to 73% by 2022.**

**School Objective 5.2: To decrease the rate of moderate to high level anxiety as reported by students on the OURSCHOOL Survey from a baseline of 22% in 2019 to 19% by 2022.**



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

### **EMSB OBJECTIVE**

#### **Physical Activity:**

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

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

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

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

**Objective 5.3: To improve students' interpersonal skills.** (Please see appendix.)

### **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**

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GOVERNING BOARD CHAIRPERSON

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PRINCIPAL

**ON BEHALF OF THE SCHOOL BOARD**

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DIRECTOR GENERAL

**GOVERNING BOARD RESOLUTION**

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DANTE ELEMENTARY 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

<b>Graduation and qualification:</b>		
<b>Objective 1: To increase the success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination from a baseline of 82.8% in 2019 to 88.0% by 2022.</b>		
<b>Indicator</b>	<b>Target</b>	<b>Strategies</b>
The success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination	To increase the success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination from a baseline of 82.8% in 2019 to 88.0% by 2022.	<ul style="list-style-type: none"> <li>• Continue improving teacher’s knowledge of mathematical concepts and instruction through the school board numeracy initiative.</li> <li>• Regular remediation for struggling students to be scheduled according to teachers’ schedules.</li> <li>• Resource teachers to provide one math period of intervention to Cycles 2 and 3 within their schedule.</li> <li>• After school tutoring for students experiencing difficulty</li> <li>• Math Reflex and other apps to help numeracy skills at all levels.</li> </ul>
<b>Equity:</b>		
<b>Objective 2: To decrease the gap in success rates between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component June MEES examination from a baseline of 10.4% in 2019 to 5.0% by 2022.</b>		
<b>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 about 3% through 2022.</b>		
<b>Indicator</b>	<b>Target</b>	<b>Strategies</b>
The gap in success rates between the boys and girls	To decrease the gap between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination from a baseline of 10.4% in 2019 to 5.0% by 2022.	<ul style="list-style-type: none"> <li>• Use of technology and various media types for literacy (RAZ Kids, Epic Books, Starfall, Tumblebooks, Book Flix)</li> <li>• Variety of topics that are gender neutral</li> <li>• Daily 5 Program / Wilson Program (for struggling readers)</li> <li>• Benchmark Assessment Tool</li> <li>• Shared/Modelled reading (Reading aloud texts that model good writing that demonstrate fluency, rhythm, and structural patterns in language)</li> </ul>
The gap in success rates between the boys and girls	To maintain the existing parity between boys and	<ul style="list-style-type: none"> <li>• Widen French literature genres to include a wide array of interests</li> <li>• Home Reading program (Leveled Readers) in Cycle 1</li> </ul>

	<p>girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination at about 3% through 2022.</p>	<ul style="list-style-type: none"> <li>• Jolly Phonics (K &amp;4 Cycle 1)</li> <li>• Graphic organizers to help students build comprehension and develop their writing skills</li> <li>• Introduce &amp; explain rubrics (for feedback and assessment)</li> <li>• Conferencing with students for effective feedback</li> <li>• Shared/Modelled writing</li> <li>• Daily 5 – cooperative group work</li> <li>• Small group tutorials (after school)</li> </ul>
<p><b>Language Proficiency:</b></p> <p><b>Objective 4: To maintain a success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations at or above 92% through 2022.</b></p> <p><b>Objective 4.1: To maintain a success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations at or above 95% through 2022.</b></p> <p><b>Objective 4.1a: To increase the average mark of students on the End-of-Cycle 3 Writing Component of the June MEES examinations from a baseline of 75.7% in 2019 to 77.0% in 2022.</b></p> <p><b>Objective 4.2: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading Component of the June MEES examinations above 90% through 2022.</b></p> <p><b>Objective 4.3: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Writing Component of the June MEES examinations above 95% through 2022.</b></p> <p><b>Objective 4.3a: To increase the average mark of students on the End-of-Cycle 3 French Second Language (bilingual) Writing Component of the June Board uniform examinations above 84% through 2022.</b></p>		
<p><b>Indicator</b></p>	<p><b>Target</b></p>	<p><b>Strategies</b></p>
<p>The success rate of students on the End-of-Cycle 3 English</p>	<p>To maintain a success rate of students on the End-of-</p>	<ul style="list-style-type: none"> <li>• Home Reading program in Kindergarten, Cycles 1, 2 and 3</li> <li>• Jolly Phonics (K &amp; Cycle 1)</li> </ul>

Reading Component of the June MEES examinations	Cycle 3 English Reading Component of the June MEES examinations at or above 92% through 2022.	<ul style="list-style-type: none"> <li>• Benchmark Assessment Tool / Daily 5 Program</li> <li>• Shared/Modelled reading (Reading aloud texts that model good writing that demonstrate fluency, rhythm, and structural patterns in language)</li> <li>• Computer programs and educational sites (RAZ Kids, Epic Books, Starfall, Tumblebooks, Book Flix)</li> <li>• Use of rubrics for feedback and assessment</li> </ul>
The success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations	To maintain a success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations at or above 95% through 2022.	<ul style="list-style-type: none"> <li>• Shared/Modelling good writing practices / focus on the transfer from graphic organizer to the writing piece</li> <li>• Increase the scope of topics discussed in class in order to build response writing</li> <li>• Conferencing with students for effective feedback</li> </ul>
The average mark of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations	To increase the average mark of students on the End-of-Cycle 3 Writing Component of the June MEES examinations from a baseline of 75.7% in 2019 to 77.0% in 2022.	<ul style="list-style-type: none"> <li>• Shared/Modelling good writing practices / focus on the transfer from graphic organizer to the writing piece</li> <li>• Increase the scope of topics discussed in class in order to build response writing</li> <li>• Conferencing with students for effective feedback</li> </ul>
The success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading component of the June MEES examinations	To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading Component of the June MEES examinations above 90% through 2022.	<ul style="list-style-type: none"> <li>• Increase variety of French literature (particularly increase the exposure to informational text)</li> <li>• Home reading program</li> <li>• More exposure to French media</li> <li>• GB+ assessment tool</li> <li>• Introduce and explain rubrics (for effective feedback and assessment)</li> <li>• Small group tutorials (after school)</li> </ul>
The success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Writing component of the June Board uniform examinations	To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Writing Component of the June MEES examinations above 95% through 2022.	<ul style="list-style-type: none"> <li>• Shared/Modelling good writing practices / focus on the transfer from graphic organizer to the writing piece</li> <li>• Focus on students interests to increase motivation</li> <li>• Increase the frequency of writing tasks</li> <li>• Conferencing with students to provide effective feedback</li> <li>• More exposure to French media</li> </ul>
The average mark of students on the End-of-Cycle 3 French	To increase the average mark of students on the	<ul style="list-style-type: none"> <li>• Shared/Modelling good writing practices / focus on the transfer from graphic organizer to the writing piece</li> </ul>

Second Language (bilingual) Writing Component of the June Board uniform examinations	End-of-Cycle 3 French Second Language (bilingual) Writing Component of the June Board uniform examinations above 84% through 2022.	<ul style="list-style-type: none"> <li>• Focus on students interests to increase motivation</li> <li>• Increase the frequency of writing tasks</li> <li>• Conferencing with students to provide effective feedback</li> <li>• More exposure to French media</li> </ul>
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**The Living Environment:**

**Objective 5.0: To decrease the rate of students who perceive bullying or victimization on the OURSCHOOL Survey from 22% in 2019 to 18% by 2022.**

**Objective 5.1: To increase the rate of students who report feeling safe attending school on the OURSCHOOL Survey from 69% in 2019 to 73% by 2022.**

**Objective 5.2: To decrease the rate of moderate to high level anxiety as reported by students on the OURSCHOOL Survey from a baseline of 22% in 2019 to 19% by 2022.**

**Objective 5.3: To improve students' interpersonal skills**

Indicator	Target	Strategies
The rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey	To decrease victimization resulting from bullying as reported by Dante students on the OURSCHOOL Survey from a baseline of 22% in 2019 to 18% by 2022.	<ul style="list-style-type: none"> <li>• Offer structured play time at recess for cycle 1 students</li> <li>• Workshops on friendship, empathy, respect, conflict resolution (all levels)</li> <li>• Social groups animated by behaviour technician (once a week)</li> <li>• School-wide system to emphasize and reward positive behaviour</li> </ul>
The rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey	To increase the rate of Dante students who report feeling safe attending school on the OURSCHOOL Survey from a baseline of 69% in 2017 to 73% by 2022.	<ul style="list-style-type: none"> <li>• Offer structured play time at recess for cycle 1 students</li> <li>• Workshops on friendship, empathy, respect, conflict resolution (all levels)</li> <li>• Social groups animated by behaviour technician (once a week)</li> <li>• School-wide system to emphasize and reward positive behaviour</li> </ul>
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 Dante students	<ul style="list-style-type: none"> <li>• Offer specialized programs such as Art Therapy</li> <li>• Increase daily physical activity (in class and out)</li> <li>• Practice mindfulness / meditation school wide</li> </ul>

school students on the OURSCHOOL Survey	on the OURSCHOOL Survey from a baseline of 21.6% in 2017 to 19% by 2022.	<ul style="list-style-type: none"> <li>• Professional development for teachers and staff on how to reduce anxiety.</li> </ul>
A staff survey to assess their perception of students' interpersonal/social skills	By 2022, teachers perceive that there has been a noticeable improvement in student interpersonal skills.	<ul style="list-style-type: none"> <li>• Establish a common understanding among staff members what is meant by interpersonal and citizenship skills.</li> <li>• Focus on activities which can help internalize these concepts</li> <li>• Continue incorporating cooperative learning structures</li> <li>• Reward students who display positive interpersonal skills “Wall of Fame”</li> <li>• Work with spiritual animator to create activities that focus on character building; Virtue of the Month</li> </ul>