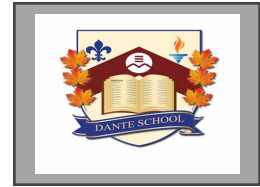


EDUCATIONAL PROJECT 2023-2027
Dante School
English Montreal School Board



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

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

LEGAL FRAMEWORK

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

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

The educational project must:

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

COMPOSITION OF THE SCHOOL TEAM

This educational project was created by a school team that included the Principal, two Teachers, one Parent/School Secretary, and one Behaviour Technician/Parent.

GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

- Governing Board Members
- Teachers
- Parents on PPO
- Students in Grades 4, 5, and 6 were surveyed.

SCHOOL PROFILE

Our Territory

Dante School is situated at 6090 rue de Lachenaie in the southeast sector of St. Leonard. St. Leonard is a suburb on the eastern side of the Island and is adjacent to Anjou in the east, St. Michel in the west. The territory of Dante School is defined by the Metropolitan Blvd. in the north, Dollier St. in the west, Blvd. Roi Rene in the east and the waterfront in the south.

Our History

In September 1968, Dante became an elementary school for the rapidly expanding primary school-aged population in the area. It remained a bilingual elementary school, housing English and French speaking primary students until September 1977 when Dante became the first English elementary school in St. Leonard. Currently, our school is part of the English Montreal School Board.

Our School Population and Facilities

Currently, Dante School has 230 students registered in ten elementary and three K4 and K5 classes. The school offers a Bilingual program (50% English/50% French) at all levels, including Pre-School. They students attend classes in English and French on alternate days. For students who need extra academic support, our Resource teachers are available to help them. These teachers work as a team with the homeroom teachers to integrate students with special needs in their regular classes. Other services include student attendants, psychologist, speech and language pathologist, special education consultant, and occupational therapist. The local social worker and nurse are also available if needed.

Our school also benefits from the Breakfast Club of Canada. It supplies, free of charge, breakfast food for the entire school population.

In addition to the fourteen homeroom teachers, Dante School has specialist teachers for Physical Education, Musique, Arts Plastique and Italian in the P.E.L.O. (Programme d'enseignement des langues d'origine) which is integrated in the school schedule. This extends our school day by 18 minutes. We also offer chess from Grade 1 to Grade 6, both in-class and as an extracurricular activity. Each class has an interactive white board. Each classroom is equipped with an interactive white board for use by

teachers and students in their teaching and learning activities, respectively. We also have a quiet room and a movement room for use when needed. Our computer lab is equipped with new touch screen desktop computers. In addition, we have mobile labs with laptops and iPads.

In the past 4 to 5 years, our student population has seen a significant decrease (from 340 students in September 2020, to 230 students in September 2023). The demographics in eastern Montreal have changed in the past decade, i.e., the newcomers to the area do not have the needed 'eligibility' credentials to attend an English school here in Quebec. We have 15 students who come from temporary stay families. Although most students are of Italian heritage, their mother tongue is English. Also, the number of special needs students has increased in the past few years as has the number of students that have Individualized Education Programs (IEP's). This may be due to the parents' awareness of the benefits of having an IEP.

MISSION AND VALUES

Dante School continues to strive in encouraging success for each student through a supportive partnership among our school staff, parents, and community.

THE CONSULTATION

Different members of the school community were consulted by sending out a survey (hard copies). The responses were received from teachers, PPO (Parent Participation Organisation) members, and Governing board members. Students were consulted electronically via the OurSchool survey.

Upon analysis, the following 3 common themes were identified, school successes, school improvements, & school challenges.

School's successes were:

- Mentorship: older students partnered with younger ones
- Integrated P.E.L.O. (Italian)
- Schoolwide Chess classes

School Improvements Needed:

- Educational Trips/Outings
- Offer more after-school extracurricular options for the pre-schoolers (K4 & K5)
- Environmental Awareness & Projects with the Students

School Challenges:

- Decline in School Enrolment, must continue campaign
- Continue sensitization programs against racism, sexism, etc.
- School individuality: special program that sets us apart from other area schools.

ACADEMIC OBJECTIVES

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

END OF CYCLE 3 MATHEMATICS

EMSB's Objective:

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

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

	2019	2022	2023
Dante School	75%	57%	55%
EMSB	68%	55%	68%

Source: Lumix, GPI, 2023

Interpretation:

The level of proficiency of the uniform exam for Grade 6 mathematics dropped from 2019 (pre-pandemic) to 2023 (post-pandemic). This may be due to the back and forth between in class and 'virtual' learning during the pandemic

Although the EMSB results show a 'recovery' by 2023, our results remained stable between 2022 and 2023. Although there is no evident explanation, this cohort transitioned between two new schools due to the closure of General Vanier School in 2019. They then went from to Pierre De Coubertin School to Dante School in 2020.

Objective: To increase the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) from 55 % in 2023 to 61 % by 2027.

END OF CYCLE 3 ENGLISH LANGUAGE ARTS

EMSB's Objectives:

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

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

Table 2: Dante School and EMSB Success Rates on the End of Cycle 3 English Language Arts June Examination by Component (%)

	2019	2022	2023
Dante School Reading Component	100%	72%	94%
Dante School Writing Component	100%	98%	92%
EMSB Reading Component	93%	87%	92%
EMSB Writing Component	96%	95%	93%

Interpretation:

A significant drop (100% to 72%) occurred between 2019 and 2022 results for the Reading Component. The 'virtual' learning and a reduced access to reading materials during the pandemic may have been the cause of this drop.

A drop (100% to 98%) occurred between 2019 and 2022 for the Writing Component. Statistically, a drop of 2% out of a sample size of approximately 50 is considered insignificant. The 2023 results for Reading and Writing respectfully are 6% and 8% lower than the pre-pandemic figures.

Objective: To maintain the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination above 92 % from 2023 to 2027.

Objective: To maintain the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination above 92 % from 2023 to 2027.

END OF CYCLE 3 FRENCH SECOND LANGUAGE:

EMSB's Objectives:

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

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

Table 3: Dante School and EMSB Success Rates on the End of Cycle 3 French Second Language June Examination by Component (%)

	2019	2022	2023
School Reading Component	94%	N/A	74%
School Writing Component	97%	N/A	77%
EMSB Reading Component	87%	NA	83%
EMSB Writing Component	91%	NA	87%

Source: Lumix GPI, 2023

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

Interpretation:

The results for the Grade 6 French Reading Component have gone from 94% success rate to 74%.

The results for the Grade 6 French Writing Component have gone from 97% success rate to 77%.

Both components' success rates dropped by a 20% margin from 2019 to 2023. This can be attributed to the pandemic and the virtual learning situation. The lack of in-school socialization (in French) can also be a factor.

Objective: To increase the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination from 74 % in 2023 to 80 % in 2027.

Objective: To increase the success rate of elementary students on the end of Cycle 3 French Writing component of the June examination from 77 % in 2023 to 83 % in 2027.

SCHOOL CLIMATE

EMSB’s Objectives:

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

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

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

Table 4: Dante School Student Perceptions of Selected School Climate Factors (%)

Factor	Dante School		EMSB		Canadian Norm (2022)
	2019	2022	2019	2022	
Bullying and Victimization	33	39	28	31	29
School Safety	66	68	60	59	61
Anxiety	21	24	22	31	30

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

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

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

- From the OURSCHOOL Survey, our results show a higher perception of bullying and victimization than both the EMSB and the Canadian norm. Although our students feel ‘safer’ than both the Canadian norm and the School Board norm, they feel more bullied and victimized than the Canadian and School Board norms. This may be due to a lack of sensitization to the true definition of bullying.

Our goal is to involve all the stakeholders in the development of a program that involves various school and after-school activities that can be conducive to feeling safe at school. To increase the rate of students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 68% in 2022 to 72% in 2027.
The anxiety factor is lower at Dante than both the EMSB and Canadian norm.

PRESCHOOL PROGRAM

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

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

Events involving K4 and K5 parents:

- Welcome to Pre-School Day, Graduation Day
- Curriculum Night
- Baking cookies at school with parents.
- Online Parenting Workshop Family Psychologist

The goal is to increase the number of parent involvement activities from 5 to 7 events in 2024-2025.

Then increase by at least one more for every consecutive school year.

DIGITAL COMPETENCY

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

The ICT-RÉCIT team has been working with schools to train TIF teachers and integrate technology with students that develops their competency through the 12 dimensions. Schools will report anecdotally on how the competency is being developed and the number of PD events that staff attend.

Teachers will be encouraged to attend Digital Competency professional development sessions at the local conferences such as QPAT, LCEEQ, and EMSB board wide professional days. They will share their digital competency skills and knowledge with their colleagues through Professional Learning Communities (PLC's) at the school level.

APPENDIX: OBJECTIVES AT A GLANCE

OBJECTIVE	Specific Initiatives Towards Improvement
To increase the proportion of end of Cycle 3 students demonstrating proficiency on the mathematics uniform exam (C1) from 55 % in 2023 to 61 % by 2027.	<ul style="list-style-type: none"> - Teachers will put additional emphasis on identified areas of concern (ex. fractions, decimals). - Increase the number of application and situational problems being used at each cycle, starting cycle 1, to better prepare students for multi step, complex problems that will further strengthen their skills and confidence in accomplishing these tasks and to better prepare for end of cycle exams. - To use math centers fostering confidence, independence, and immediate feedback.
<p>To maintain the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination above 92 % from 2023 to 2027.</p> <p>To maintain the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination above 92 % from 2023 to 2027.</p>	<ul style="list-style-type: none"> - Use PM benchmarks to assess students' reading level - Students will be given the opportunity to be role models by reading to younger students in turn this will increase self-esteem. - Provide opportunities for daily writing, e.g.: Writer's Notebook
<p>To increase the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination from 74 % in 2023 to 80 % in 2027.</p> <p>To increase the success rate of elementary students on the end of Cycle 3 French Writing component of the June examination from 77 % in 2023 to 83 % in 2027.</p>	<ul style="list-style-type: none"> - Offer field trip(s) or cultural activities with a focus on French speaking, reading, and writing. - Use GB+ to assess students' reading level as of grade 1. - Provide students with the opportunity to write daily.
<p>The goal is to increase the number of parent involvement activities from 5 to 7 events in 2024-2025.</p> <p>Then increase by at least one more for every consecutive school year.</p>	<ul style="list-style-type: none"> - Welcome to Pre-School Day - Curriculum Night - Baking cookies at school with parents. - Online Parenting Workshop

To promote a positive school climate.

- Students will be aware that there is a contact person in the school in case they need support.
- Social groups will be in place to foster social skills in a smaller group setting. This will help students resolve conflicts, decreasing bullying incidences.
- To minimize conflicts and inappropriate behaviors, lunch activities will be offered, ex. Chess, basketball, soccer etc.