



Commission scolaire English-Montréal  
English Montreal School Board



# EDUCATIONAL PROJECT

# **EAST HILL SCHOOL**

2019-2022



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## **The Educational Project**

The educational project is a strategic tool for defining and making known to the educational community of a school the orientations, priorities for action and expected results to ensure the educational success of all students. It is developed in response to the characteristics and needs of the students attending the school and the community's educational expectations.

The goal of the educational project of a school makes it possible to share, with all its educational stakeholders (students, parents, teachers and other school staff, as well as representatives of the community and the School Board), a common vision of findings and challenges to create a mobilization around student-centred goals and objectives. The Educational Project describes what the school intends to do to ensure the educational success and well-being of all its students and the efforts that will be necessary to achieve it.

### **The Legal Framework**

Article 36 of the Education Act states, "In keeping with the principle of equality of opportunity, the mission of a school is to impart knowledge to students, foster their social development and give them qualifications, while enabling them to undertake and achieve success in a course of study. A school shall pursue its mission within the framework of an educational project."

The law describes:

- the principal content of the educational project (Article 37)
- the period covered by the project (Article 37.1, 459.3)
- the role of the governing board and the various stakeholders involved in the school community (Article 74)
- the communication of the educational project and its evaluation to the public, in particular the parents and school staff (Article 75)
- the role of the principal in the coordination of the process (Article 96.13)
- the role of the school board in ensuring coherence with the Commitment-to-Success Plan (Article 209.2)

### **Groups that Collaborated in the Development of the Project**

- The Governing Board
- The school team, composed of a few staff members, led by the principal

### **Groups Consulted in the Development of the Project**

- The Governing Board
- The school's parent community at large
- Community representatives (could include CSSS, Social Affairs, Police Department, community groups)
- Students
- All staff, including teachers, professionals, support staff and daycare personnel

## **School Profile**

### *Our territory*

East Hill School is part of the English Montreal School Board (EMSB). The school is located in Rivière-des-Prairies. The distinct Territory is comprised of the streets located to the East of Marien Boulevard and North of Highway 40.

### *Our history*

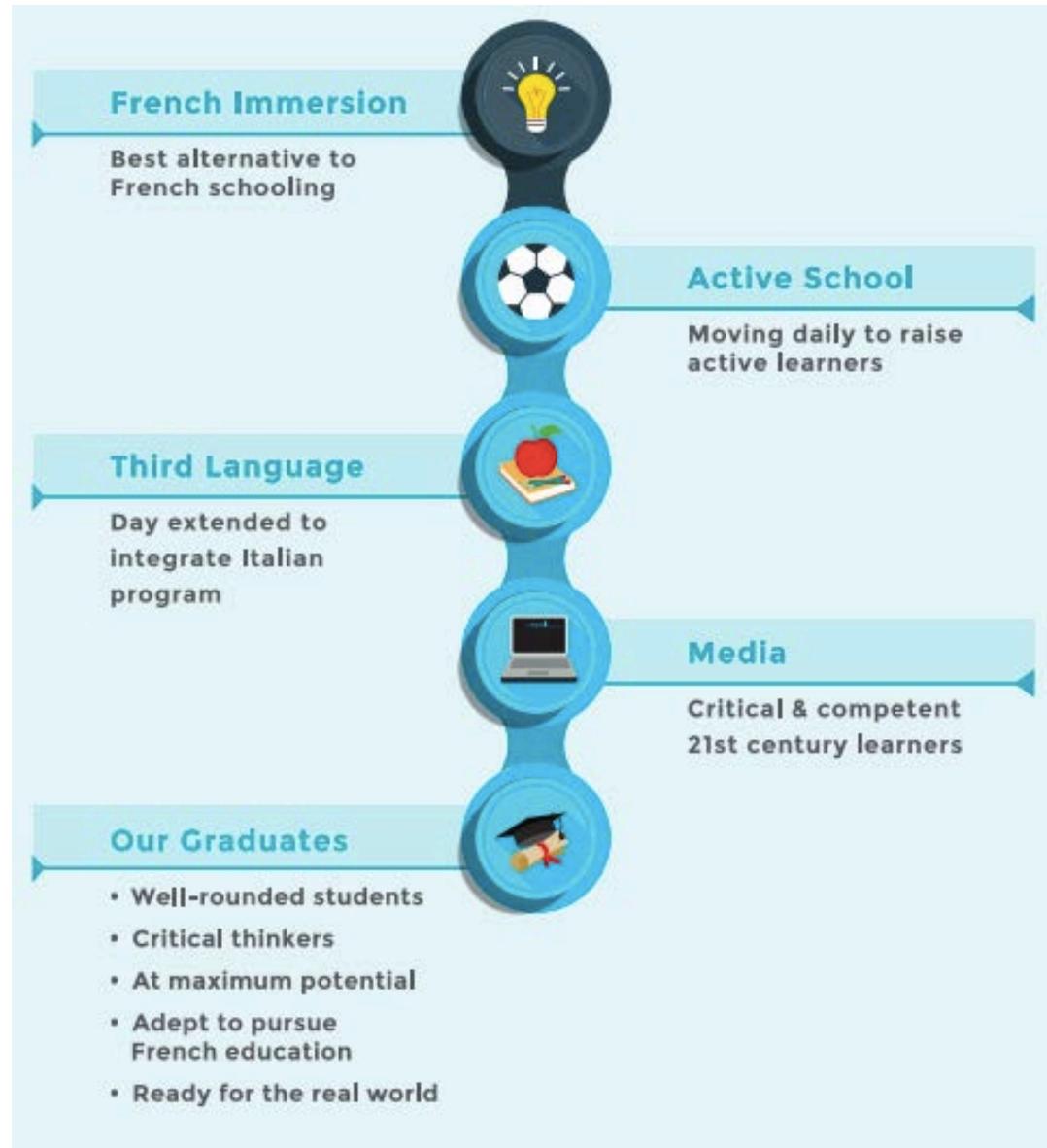
Nesbitt Annex was started in 1994 and at the time was located on the 16<sup>th</sup> avenue in Rivière des Prairies. At the time, the Nesbitt annex was offering French Immersion Program and housed 150 students. After a few years of a steadily increasing school population, a larger building was needed. In 1998, East Hill School opened its doors and 425 students were moved into their new building located at 10 350 Perras Boulevard in RDP. The school population has been steadily increasing since the relocation and, in 2007, with funding from the English Montreal School Board and the Ministère de l'Éducation et de l'Enseignement Supérieur (MEES), two additional classrooms were built to accommodate the ever-growing student population.

In 2018-2019 school year, the school's population is 463 students.

### *Our school population*

East Hill students are mainly of Italian origin. The parents are of middle class and mostly professionals. The majority of the students live within the school's distinct territory (neighborhood). Approximately 45% of the student population comes from outside the school boundary. They attend East Hill for its French Immersion Program.

## *Our Program and Services*





### **FRENCH IMMERSION PROGRAM**

East Hill offers an exceptional experience which mirrors the French mother tongue programs and ultimately extends well beyond bilingualism. Our students are skilled in a way that is only made possible through 3 consecutive years of unbroken exposure to French, drawing them closer to the native speaker's experience.

From the first day of Kindergarten, students are 100% immersed in French, as they are instructed all subject matters *solely in French*. Throughout this time, they will learn to master French numeracy, reading & writing. As of grade 3, students follow an accelerated English program while maintaining 50% French instruction (see descriptive grid below). Once in Grade 6, students have the necessary skills to pursue the high school program of their choice.



### **MEDIA PROGRAM**

This program encourages students to build an understanding of media's role in society and to become competent, critical and literate in all forms of media.

The program is designed to progress from a *general* overview of how to operate computers to a *specific examination* of the different forms of media and software. Through the years, students will develop an understanding of the etiquette and ethics of Internet Safety.

### **THIRD LANGUAGE**

Teachers of Italian mother tongue instruct all classes from Kindergarten to Grade 6. An appreciation of the Italian-cultural heritage, language and history is the basis of the program.

Our school day is extended in order to maintain our academic focus on French, English & Math and *additionally* allow for each student to receive 90 minutes of Italian per week.



### **ENRICHED MUSIC PROGRAM**

With the premise of understanding that music helps students build memory, coordination skills and spatial IQ, East Hill offers an enriched music program. Students learn how to compose, interpret and appreciate different styles of music including classical, blues, jazz, folk, world, film and pop with an emphasis on the historical and cultural contexts. Through our music program, students will explore various instruments: percussion, Orff instruments, recorder, singing, world drumming and

wind/brass ensemble. Equipped with a new keyboard lab, we are excited to offer the invaluable opportunity of learning in a modern setting.

### **ACTIVE SCHOOL**



In addition to an enriching and rigorous Physical Education program, our students begin their school day with 15 minutes of brain activity in order to truly embrace their role as active learners. Being an Active School, we commit to offering 60 minutes of physical activity per day.

## **2-TABLED RESOURCE MODEL**

Through an integrated remedial program, the focus is on the students' strengths as well as their areas for improvement. Certain students might benefit from an Individualized Educational Plan, which is developed to identify students' needs and outline their individual goals and objectives.

### *Our Staff*

Our staff is comprised of one principal and one vice-principal, 15 French teachers, 6 English teachers, 6 subject-specialists, 2 Italian teachers and 1.4 resource teachers offering remedial lessons in French, English and Mathematics, 17 daycare educators and one school librarian. The subject specialists provide expertise in the areas of music, physical education, media and ethics.

To support the work of the teaching staff, East Hill has a team of professionals: child care worker, school psychologist, speech pathologist, occupational therapist, nurse, dental hygienist and social worker. This team of professionals alongside with teachers and administration meet during PPTs to discuss the needs of our students and how to better meet them. In addition, to the support offered by the professionals, East Hill has benefited from several MEES grants that have been used to provide remedial support for students at risk.

Daycare services are available to parents before and after school hours as well as during pedagogical days. The daycare staff is comprised of educators who organize motivating, learning activities for the students as well as providing time for them to do their homework.

East Hill staff (teachers and daycare educators) organize a variety of educational of clubs to enrich the lives of our students. For the 2018-2019 school year, these clubs include change makers, cooking, robotics, tennis, badminton, basketball, volleyball, Lego, walking, dance, gymnastics, yoga, art, creative play, photography, science, film making, computer animation, band, cartooning, big brother/big sister and physical training.

Finally, our students are exposed to organized academic, social and sports' events that provide them the opportunity to showcase their strengths and surpass themselves.

All teachers meet regularly through professional learning communities to discuss better teaching strategies and to develop common assessment tools that benefit our students' learning styles. In addition, all teachers are encouraged to attend

professional development workshops. The staff has an excellent understanding of how to support the growth of the whole child and this is further supported by our innovative learning commons, the bridge classroom where students can seek support in the event of conflicts, quiet classroom corners, yearly school themes that focus on helping the children to actualize their potential as well as provide inspiration to step it up.

Parental involvement is seen as important. Relations between teachers, parents and students are supportive and collaborative. The members of the governing board are actively involved in working to support school improvement. The home and school organization is very implicated in school life by organizing school wide events.

In accordance with our last MESA report, we have outlined our school's achievements in the following areas. In solving situational problems, our data indicates that our students have been improving. In addition, we looked at the end of cycle 3 French exam success rates in two competencies, that is, the competency of reading and writing. In reading, results are showing stability in our success rate. In writing component, our students are successful in French in achieving the level of competency required by the ministry. Finally, we looked at the end of cycle 3 English Language Arts exam success rates in two competencies, that is, the competency of reading and writing. Our students are successful in both these competencies.

## **Our Mission**

East Hill School prepares its students for life-long learning within a caring, safe and inclusive community. We are committed to raising competent and confident children through challenging learning opportunities where the learning process is valued and where self-esteem becomes the basis of a child's healthy, emotional and intellectual growth.

Our goal is to nurture the development of each child - academically, socially, culturally, and physically. Each child shall be encouraged to reach his/her potential in all areas.

Every student will follow an enriched and motivating curriculum which will eventually lead them to be literate in all areas of learning. It will also provide them with the ability to think creatively and logically and with the ability to function equally in both English and French. Finally, our students will have acquired the capabilities needed in order to use effectively emerging informational technology in his/her everyday life.

Through all aspects of school life, children will be taught moral values to become caring, responsible and self-confident individuals and be respectful of the rights and property of others. In a mutually respectful environment, children will learn the inter-personal skills they will need in school and later on as adults. These skills will enable them to live and work harmoniously in a multicultural society.

With pride, East Hill School seeks to uphold its mandate by preparing its students to one day emerge as creative and critical thinkers contributing to the welfare of their families and society.

## **Our Values**

We believe that East Hill School is:

- welcoming and conducive to learning
- where children are taught to be lifelong learners
- where children can grow intellectually and emotionally in a safe environment
- where children are encouraged to strive to meet their greatest potential
- where everyone feels a sense of belonging
- a school that places a high value on the respect of oneself and others

It is especially important to us to create a learning environment where self-esteem is fostered in every individual by offering pedagogical activities that promote each student's individual success. This is achieved through our French immersion educational program and reinforced with our enriched media, music and physical activity disciplines.

## **The Consultation**

The first step was to consult the teachers and daycare staff (approximately 70 individuals) by sending a survey regarding the academic expectations and values of our school. The Governing Board members (15 members) were asked to highlight the importance of the mission statement. Following this, a survey was sent to all parents of our 463 students with questions regarding the academic expectations of our school and community. A total of 46 families responded to the survey (22% of total population), followed by a Round Table discussion.

## **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

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*.

**You will find EMSB’s and East Hill’s orientations & objectives in the following pages.**

***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.

### Mathematics 6 (Cycle 3 year 2)

**Table 1: EMSB Success Rates in End-of-Cycle 3 Mathematical Reasoning Component of the MEES Examination (%)**

Year	East Hill School Success Rate of EOC3 Mathematical Reasoning (C2)	EMSB Success Rate on EOC3 Mathematical Reasoning (C2)
2015	<b>80.3</b>	63.8
2016	<b>60.0</b>	64.4
2017	<b>75.3</b>	74.3

2018	<b>70.0</b>	70.4
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Source: EMSB Local Data, 2018

### Reasoning

Competency 2 - Mathematical Reasoning is the more objective indicator of student performance at this level. When assessing results obtained at the End-of -Cycle Ministry Exams for Mathematical Reasoning, one needs to consider that the exam and the level of difficulty varies yearly. As well, the number of students who have an IEP varies yearly, therefore, fluctuation in success rates are to be expected.

**Table 1** shows that the success rate decreased by 20% between 2015-2016 which can be explained by difference of 11 additional students with IEP that year. Since 2016, we can observe a steady increase of 10%, which mirrors the success rate of the school board.

We will maintain our strategies outlined in the MESA agreement 2016-2019 as well as add new strategies in our present Educational Project.

### Baseline

In order to establish our baseline for our Educational Project, we chose to take the average success rate of the last four years. **The baseline will be 71.4%**

## East Hill 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 71.4% in 2019 to 80% 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: East Hill School 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
<b>East Hill School (Boys)</b>	<b>82.5</b>		<b>87.8</b>	

<b>East Hill School (Girls)</b>	<b>100</b>	<b>17.5</b>	<b>97.4</b>	<b>9.6</b>
EMS (Boys)	79.8	11.8	79.5	12.9
EMS (Girls)	91.6		92.4	

*EMS Local Data, 2018*

Table 2 shows that the gap in the success rate of the English Language Arts EOC 3 June MEES Examination Reading Component decreased from **17.5%** in 2016-2017 to **9.6%** in 2017-2018. The Board’s gap increased from **11.8%** in 2016-2017 to 12.9% 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. As such, the baseline will be calculated using an average of the two. Further data will allow us to gain a better grasp of the situation.

***Orientation: Equity among Various Groups***  
**EMS OBJECTIVE**  
**Equity**

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

**East Hill Objective 2:**

**To decrease the gap between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination from a baseline of 9.6% in 2019 to 5% by 2022.**

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

	2016-2017	Gap	2017-2018	Gap
<b>East Hill School (Boys)</b>	<b>100</b>	<b>0</b>	<b>95.1</b>	<b>4.9</b>
<b>East Hill School (Girls)</b>	<b>100</b>		<b>100</b>	
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 rate of the French Second Language End-of-Cycle 3 Board-wide Examination Writing Component increased from **0%** in 2016-2017 to **4.9%** in 2017-2018. The gap at the school level mirrors that of the Board. While the school's gap is slightly lower than that of the Board, we will continue to put in place strategies to reduce the gap between the boys and the girls.

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

**School Objective 2.1: To decrease the existing gap between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination at 0% through 2022.**

***Orientation: Mastery of Languages***  
**EMSB OBJECTIVE**  
**Language Proficiency**

**EMSB Objectives : 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.

**EMSB Objectives : 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.

## East Hill Baseline Result English Language Arts

**Table 4: East Hill School Success Rates in End-of-Cycle 3 English Language Arts MEES Examination (%)**

Year	Reading Component		Writing Component	
	East Hill School	EMSB	East Hill School	EMSB
<b>2015-2016</b>	<b>94.7</b>	92.4	<b>97.3</b>	97.5
<b>2016-2017</b>	<b>90.5</b>	88.5	<b>90.5</b>	94.5
<b>2017-2018</b>	<b>92.5</b>	89.1	<b>89.9</b>	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 **East Hill School** slightly decreased from **94.7%** in 2016 to **92.5%** to 2018. The school’s results mirror what occurred at the Board level. While the Board’s success rate in the Writing Component remained relatively stable at about **95%**, the school’s success rate decreased from **97.3%** in 2016 to **89.9%** in 2018. The school will maintain the success rate above **90%** for the Reading Component and maintain the success rate above **90%** for the Writing Component.

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

Year	Reading Component		Writing Component	
	East Hill School	EMSB	East Hill School	EMSB
<b>2016-2017</b>	73.4	71.2	74.7	74.2
<b>2017-2018</b>	75.6	72.8	70.9	73.8

*Source: EMSB Local Data 2018*

As a result of the very high success rate in Reading, the school has undertaken to improve the proficiency level of students.

Table 5 shows the average mark on the Reading and Writing Component. 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.

### East Hill’s Objectives: English Language Arts

- Objective 4:** To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above 90% through 2022.
- Objective 4.1:** To maintain the success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations above 90% range through 2022.
- Objective 4.2:** To increase the average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations from a baseline of 72.8% in 2019 to 77.0% in 2022.

## French Second Language (Immersion Program)

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

Year	Reading Component		Writing Component	
	East Hill School	EMSB Immersion	East Hill School	EMSB Immersion
2014-2015	87.9	84.7	100	92.5
2015-2016	86.7	88.2	100	98.9
2016-2017	90.5	94.5	100	97.6
2017-2018	93.8	95.1	97.5	96.0

*Source: EMSB Local Data 2018*

Table 6 shows that the success rate on the Reading Component of the End-of-Cycle French Second Language Board-wide Uniform Examination increased from **87.9%** in 2015 to **93.8%** in 2018, mirroring the results of the Board. In the Writing Component, the results remained stable at **100%** from 2015 to 2017, also mirroring the results of the Board. The significant increase in 2017-2018 in the Reading Component is a result of the exam format changing to include audio and visual texts in addition to written texts.

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

### East Hill's Objectives: French Immersion Program

- Objective 4.3:** To maintain the success rate of students on the End-of-Cycle 3 French Second Language (immersion) Reading Component of the June MEES examinations above 92% range through 2022.
- Objective 4.4:** To maintain the success rate of students on the End-of-Cycle 3 French Second Language (immersion) Writing Component of the June Board uniform examinations above the 98% range 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 (%)**

\*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

Year	East Hill School Bullying*	EMSB Bullying	East Hill School Safety**	EMSB School Safety	East Hill School Anxiety***	EMSB Anxiety
2015-2016	N/A	24	N/A	67	N/A	18
2016-2017	<b>22</b>	24	N/A	65	N/A	18
2017-2018	<b>22</b>	23	<b>70</b>	65	<b>12</b>	18

Source: *Our School Survey (The Learning Bar), 2018*

Table 7 shows that the perception of bullying has remained relatively stable at the Board level at about **23%**, the perception of bullying at our school is lower than that of the board.

Table 7 also shows that the perception of school safety is relatively stable at the Board at about **66%**. The perception of school safety is higher at our school.

Table 7 shows that while the anxiety level of students in stable at **18%** at the Board level, the anxiety level of our school is lower than that of the board. In establishing our baselines, we have chosen to take the average of the last three years for each indicator.

## **East Hill's Objectives: Well-being of the School Community**

- School Objective 5.0:** To decrease the rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey from a baseline of 22% in 2019 to 10% by 2022.
- School Objective 5.1:** To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey from a baseline of 70% in 2017 to 85% by 2022.
- School Objective 5.2:** To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey from a baseline of 12% in 2017 to 5% 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.

#### **East Hill has implemented the 60 minutes of daily physical activity in 2017-2019:**

**East Hill's Objective 1 :** To maintain the MEES initiative of 60 minutes of physical activity per day for all students.

**East Hill's Objective 1.2:** To increase the physical activity opportunities offered at school

## **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

**EAST HILL SCHOOL GOVERNING BOARD RESOLUTION**



**East Hill School EDUCATIONAL PROJECT 2019-2022**

WHEREAS The Education Act requires that the school develops an educational project;  
WHEREAS The Educational Project was developed with the participation of the various stakeholders involved in the school, including: the governing board, parents, school staff, students, community and school board representatives;  
WHEREAS The Educational Project is coherent with the School Board's Commitment-to-Success Plan;  
WHEREAS the period covered by the Educational Project is harmonized with the Commitment-to-Success Plan period covered by the School Board;

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

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

IT WAS FURTHER MOVED BY Ana Tafub 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.

Catherine Desjardins 15 April 2019  
Signature, Governing Board Chairperson / Date

Melanie Lapierre April 15, 2019  
Signature, Principal / Date



# Appendix 1: Strategies for Implementation of School Objectives

## EMSB Objective 1 : Graduation and qualification

**East Hill 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 71.4% in 2018 to 80.0% by 2022.

Indicator	Target	Strategies
<p>The success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination</p>	<p>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 71.4% in 2018 to 80.00% by 2022.</p>	<p><b>School-Wide Strategies:</b></p> <ul style="list-style-type: none"> <li>● Regular PLC meetings on best practices and common assessment of students' needs</li> <li>● Information provided to parents regarding each term's key concepts and best practices</li> <li>● Additional resources allotted to focus on basic skills (+, -, x, /) to offer additional support after school - daycare/homework time.</li> <li>● Offer opportunities, real life skills, inside and outside the classroom.</li> <li>●</li> </ul> <p><b>Kindergarten:</b></p> <ul style="list-style-type: none"> <li>● Word wall with visuals</li> <li>● Math reasoning included in daily routine</li> <li>● PLC meetings on how to integrate situational problems in daily activities</li> </ul> <p><b>Cycle 1:</b></p> <ul style="list-style-type: none"> <li>● Move up application problems earlier in the school year.</li> <li>● Emphasis on breaking complex problems into simpler parts. (November)</li> <li>● Focus on acquisition of math vocabulary               <ul style="list-style-type: none"> <li>○ Hands-on activities to experience vocabulary</li> <li>○ Math wall</li> </ul> </li> </ul>

**Cycle 2:**

- Improve mental math:
  - Teach strategies
  - Reflex Math
  - Memorizing multiplication tables
  - Message to parents' best ways to practice
  - Ongoing evaluations to track progress
  
- Improve Problem Solving skills:
  - Teach to highlight "what I know" and "what I'm looking for"
  - Model proper organization of problem solving
  - Increase opportunities to practice problem solving
  - Remediation with teacher/resource teacher

**Cycle 3:**

- Deciphering multi-step problems
- Increase opportunities to practice sit. problems
- Station work or group work
- Teach to highlight pertinent info
- Regular remediation with teachers (as needed)
- Increase opportunities to practice application problems per term
- Modeling proper layout and organization of a Problem
- Regular PLC meetings on best teaching practices

## EMSB Objective 2 : Equity

**East Hill Objective 2:** To decrease the gap in success rate between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination from a baseline of 9.6% in 2019 to 5% by 2022 by increasing the boys' success rate.

**East Hill Objective 2.1:** To decrease the existing gap in success rate between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination from a baseline of 4.9% to 0% through 2022 by bringing the boys to 100% success rate.

Indicator	Target	Strategies
The gap in success rates between the boys and girls	To decrease the gap between boys and girls on the End-of-Cycle 3 ELA Reading Component of the June MEES examination from a baseline of 9.6% in 2019 to 5% by 2022.	<ul style="list-style-type: none"> <li>● Same strategies for improving the success rates of all students in English Language Arts and French Language Arts will be used to improve the average mark of our special needs students as outlined in Objective 1.</li> <li>● Regular PLC meetings on best practices and common assessment of students' needs</li> <li>● Information provided to parents regarding each term's key concepts and best practices</li> <li>● Offer opportunities, real life skills, inside and outside the classroom.</li> <li>● Additional support and resources:               <ul style="list-style-type: none"> <li>○ Early intervention</li> <li>○ Targeted resource - students with specific difficulties</li> <li>○ Increase resource time with all students</li> </ul> </li> <li>● Use target benchmark to follow progress and align resource interventions.</li> <li>● For math, create an emergency manipulatives kit, always accessible to students with difficulties. Encourage student use of math manipulatives at all times</li> <li>● Regular PLC meetings on best teaching practices</li> <li>● School-wide PLC meetings to develop stimulating and engaging reading activities for boys</li> </ul>
The gap in success rates between the boys and girls	To decrease the gap between boys and girls on the End-of-Cycle FSL Writing Component June Board-wide Examination from a baseline of 4.9% to 0% through 2022.	

### **EMSB Objective 3 Language Proficiency:**

- Objective 4: To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above 90.0% through 2022.
- Objective 4.1: To maintain the success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations above 90.0% range through 2022.
- Objective 4.2: To increase the average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations from a baseline of 75.6% in 2019 to 77.0% in 2022.
- Objective 4.3: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (Bilingual) Reading Component of the June MEES examinations above 92% range through 2022.
- Objective 4.4: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (Bilingual) Writing Component of the June Board uniform examinations above the 98% range through 2022.

### **East Hill's Objectives: English Language Arts**

- Objective 4:** To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above 90% through 2022.
- Objective 4.1: To maintain the success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations above 90% range through 2022.
- Objective 4.2: To increase the average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations from a baseline of 72.8% in 2019 to 77.0% in 2022.

### **East Hill's Objectives: French Immersion Program**

- Objective 4.3: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (immersion) Reading Component of the June MEES examinations above 92% range through 2022.
- Objective 4.4: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (immersion) Writing Component of the June Board uniform examinations above the 98% range through 2022.

**English Language Arts**

	<b>Indicator</b>	<b>Target</b>	<b>Strategies</b>
	<p>The success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations</p>	<p>To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above 90% through 2022.</p>	<p><b>School-Wide Strategies:</b></p> <ul style="list-style-type: none"> <li>● Regular PLC meetings on best practices and common assessment of students' needs</li> <li>● Information provided to parents regarding each term's key concepts and best practices</li> <li>● Offer opportunities, real life skills, inside and outside the classroom.               <ul style="list-style-type: none"> <li>○ Cycle 2                   <ul style="list-style-type: none"> <li>▪ To teach explicit reading strategies</li> <li>▪ To provide opportunities to read aloud</li> <li>▪ To be read to</li> </ul> </li> <li>○ Cycle 3                   <ul style="list-style-type: none"> <li>▪ To provide opportunities to read aloud</li> <li>▪ To be read to</li> <li>▪ Use past MEES exams for reading responses using checklists and rubric</li> </ul> </li> </ul> </li> </ul>
	<p>The average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations</p>	<p>To increase the average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations from a baseline of 75.6% in 2019 to 77% in 2022.</p>	<p>Cycle 2 &amp; 3</p> <ul style="list-style-type: none"> <li>● The teachers will put extra emphasis on vocabulary and inference</li> <li>● Teachers will teach vocabulary and focus on keywords</li> <li>● Promote active engagement of students in new vocabulary, using new words in discussion and conversation</li> </ul>

	<p>The success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations</p>	<p>To maintain the success rate of students on the End-of-Cycle 3 <b>English Writing</b> Component of the June MEES examinations <b>above 90% range through 2022.</b></p>	<ul style="list-style-type: none"> <li>○ Cycle 2 <ul style="list-style-type: none"> <li>▪ Teach story elements</li> <li>▪ Use graphic organizers to brainstorm ideas</li> <li>▪ Teach editing strategies</li> <li>▪ PLC on how to promote rich sentences</li> </ul> </li> <li>○ Cycle 3 <ul style="list-style-type: none"> <li>▪ Use past MEES exams for narrative writing practices use of checklist and rubrics</li> <li>▪ PLC on how to promote best use tools to proof read</li> </ul> </li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>French Second Language</b></p>	<p>The success rate of students on the End-of-Cycle 3 French Second Language (Immersion) Reading component of the June MEES examinations</p>	<p>To maintain the success rate of students on the End-of-Cycle 3 <b>French Second Language (Immersion) Reading</b> component of the June MEES examinations <b>above 98% range through 2022.</b></p>	<p><b>School-Wide Strategies:</b></p> <ul style="list-style-type: none"> <li>● Regular PLC meetings on best practices and common assessment of students’ needs</li> <li>● Information provided to parents regarding each term’s key concepts and best practices</li> <li>● School-wide PLC on enrichment of activities</li> <li>● Offer opportunities, real life skills, inside and outside the classroom.</li> <li>● Insist on reading strategies. (KDG – 6)</li> <li>● Home reading program</li> </ul>
	<p>The success rate of students on the End-of-Cycle 3 French Second Language (Immersion) Writing component of the June Board uniform examinations</p>	<p>To maintain the success rate of students on the End-of-Cycle 3 <b>French Second Language (immersion) Writing</b> component of the June Board uniform examinations <b>above the 92% range through 2022.</b></p>	<p><b>School-Wide Strategies:</b></p> <ul style="list-style-type: none"> <li>● Strategies implemented to develop writing: <ul style="list-style-type: none"> <li>○ Improve and increase the use of tools to proof read</li> <li>○ Use a checklist similar to the one-use during end of cycle exam</li> <li>○ Regular PLC meetings on best teaching practices</li> <li>○ Regular PLC meetings to discuss enrichment of the program</li> </ul> </li> </ul>

## EMSB Objective 4 : The Living Environment

- Objective 5.0: To decrease the rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey from a baseline of 22% in 2019 to 10% by 2022.
- Objective 5.1: To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey from a baseline of 70% in 2017 to 85% by 2022.
- Objective 5.2: To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey from a baseline of 12% in 2017 to 5% 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 grade 4-5-6 students who report victimization resulting from bullying on the OURSCHOOL Survey from a baseline of 22% in 2019 to 10% by 2022.	<p><b>School-Wide Strategies:</b></p> <ul style="list-style-type: none"> <li>● Offer workshops to parents on social skills development and bullying</li> <li>● Organize and offer students pertinent social skills workshop linked to staff’s observations</li> <li>● School assemblies should always include a social skills component.</li> <li>● Bus seat assignment by the school administration</li> </ul>
The rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey	To increase the rate of grade 4-5-6 students who report feeling safe attending school on the OURSCHOOL Survey from a baseline of 70% in 2017 to 85% by 2022.	<p><b>School-Wide Strategies:</b></p> <ul style="list-style-type: none"> <li>● Respect and promote empathy; how one’s behaviour affects others.</li> <li>● Maintain school yard organization; games and active supervision</li> <li>● PLC on best practices to nurture team player/sportsmanship/cooperation</li> <li>● Organise students/staff activities in which sportsmanship values will be modeled and valued</li> <li>● Organise activities <i>Kindness</i> activities yearlong in which junior and senior students are paired. To promote leadership and carry</li> </ul>
The rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey	To decrease the rate of moderate to high level anxiety as reported by gr.4-5-6 students on the OURSCHOOL Survey from a baseline of 12% in 2017 to 5% by 2022.	<ul style="list-style-type: none"> <li>● School-wide program to develop student’s ownership and accountability through TOP OF THE HILL Information to parents on how to support their child in developing self-esteem and social skills</li> <li>● Information to parents on how to support their child in addressing anxiety</li> <li>● Information to parents on how to support their child in addressing anxiety linked to social media and internet safety</li> </ul>

