EDUCATIONAL PROJECT

ELIZABETH BALLANTYNE SCHOOL

2019-2022
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The Educational Project

The Educational Project is a strategic tool for defining and informing the school community about 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 is to share with all its stakeholders (students, parents teachers and staff members, as well as community representatives 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 how the school intends to ensure the educational success and well-being of all its students, and the efforts that will be necessary to achieve this goal.

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 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 MISSION AND VISION STATEMENTS:
Success is achieved through a caring and disciplined teaching approach that promotes the growth of self-esteem, personal responsibility and citizenship within a climate of respect and cooperation.

OUR VALUES: We value an inclusive education programme, which embraces individual differences to ensure personal success for each child - Elizabeth Ballantyne School is a unique learning community. Curiosity is encouraged, and students understand that mistakes can happen and it is important that they are used as a learning tool. Along with the regular academic curriculum, we focus on social/emotional learning and the importance of physical activity.

OUR ACADEMIC VISION: An important focus is early intervention in Literacy – we believe that finding the needs of students and addressing those needs as early as possible is crucial to the success of our students. Technology in the classroom plays an important role in student engagement as well as supporting the needs of some students via assistive technology. We know our students will be well prepared to enter the secondary school. Dialogue and critical thinking are crucial in preparing students for the future job market, which contains jobs that do not yet exist. The cross-curricular approach of STEAM provides the opportunity for students to be creative, work together and be inquisitive. We do NOT believe that rote memorization and repetition is a model for a quality education.

OUR SOCIAL VISION: Our social values are respect, kindness, compassion and perseverance, which are regularly highlighted during school “House” assemblies. All staff members reinforce behaviours which reflect these values. We use a Social Emotional Learning
process to increase the understanding of our social values. Social emotional health is essential for student achievement; we nurture a child's emotional development by teaching them emotional literacy within three steps;
  - emotional awareness (through use of an emotional thermometer),
  - understanding feelings and needs (through use of feeling and needs cards and/or posters),
  - making the connection between feelings with needs.

OUR MISSION: Elizabeth Ballantyne Elementary School is a multicultural and multi-ethnic school that celebrates our community’s diversity. Our school is committed to offering a program of quality education that focuses on rights and responsibilities. The recognition of cultural diversity of the student population is an important ingredient of our program, both in the academic areas as well as in the cultural aspects of the curriculum.

OUR SCHOOL PORTRAIT:

Our territory - the area served by our school: Elizabeth Ballantyne School is situated in the town of Montreal West. In addition to serving the community of Montreal West the majority of students come from Western N.D.G., the southern sections of Cote St. Luc, and from Ville St. Pierre, and Lachine. Approximately 40% of our students are eligible for school board bussing, and although our school is situated in a middle to upper class neighborhood we have many families affected by the issue of poverty.

According to "A Pictorial History of the Town of Montreal West" by Mr. D. Watson, the School Board bought a parcel of land on Northview Avenue in 1921, for forty-five cents per square foot. Construction was started on the first wing of the school, containing eight classrooms. The school was completed in March, 1922 and was named Elizabeth Ballantyne School, after Miss Elizabeth Gordon Watt Ballantyne, who taught for thirty years for the Protestant Board of School Commissioners, and a sister of Mayor James Ballantyne. Due to changing demands and declining enrolment, in 1993 the school was granted alternative status in order to give parents an option other than private or French Immersion programs. While maintaining a strong English First Language program, French instruction time was increased. A parent-sponsored program addressed remediation and enrichment. The amalgamation of the school boards in 1998 solidified three French programs. Our school adopted an “English Core” program, and we no longer required alternative status. The school benefits from a strong tradition of parental involvement. Elizabeth Ballantyne offers an English Core program which emphasizes early English language instruction and a strong program in French as a second language in 2007. EBS presently has Smart boards in every class. A Makerspace has been added this past year as well as a calming room which is designed to help any students in distress. Cycles 2 & 3 have access to the portable lab and all classes have access to iPads. All students continue to have two weekly visits to the Montreal West Children’s Library, which is housed in the school building.
Student Breakdown

In 2019, 65 students have academic codes; another 16 other students have school IEPs. These are students who have undiagnosed learning or behavioral difficulties. The IEP is there to support, however there is no legal support for these children. The total population if the school is 277 students.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Underprivilege Index</th>
<th>Percentage of Schools Less Underprivileged on the Island of Montreal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>28.17</td>
<td>45%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>26.86</td>
<td>40%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>24.23</td>
<td>35%</td>
</tr>
</tbody>
</table>

Note: The higher the Index in the table above, the higher the underprivilege.

The table above is compiled by different government sources and describe the school’s level of underprivilege quite accurately. It looks at underprivilege from different angles, and shows clearly that, over the years, our school’s population is slowly getting more impoverished.

A look at the statistical information of Montreal West, the school’s location, can be misleading since a substantial percentage of our students are bused from areas further away from the school’s immediate surroundings. While Montreal West certainly has its share of not well-to-do families, our school’s real profile is far more affected by poverty since our school’s territory boundary stretches beyond that of Montreal West and includes very needy neighborhoods in Notre-Dame-De-Grâce.

32.8% of our students speak a mother tongue other than English or French and, understandably, require supplementary support in the form of language tutoring.

Data from Statistics Canada (Geo Search, 2011) about the population in the area indicate that 60.6% of speakers have English as their mother tongue. This is very close to findings of the CGTSIM’s findings pertaining to our students: English is the mother tongue of 62.4% of our students.

225 households are lone parent families representing 15.25% of households. Lone parent families are more prone to poverty and underprivilege in general.
34.3% of Montreal West’s population lives in apartment buildings or upper duplex apartments. Our students also come from Côte-de-Neiges-Notre-Dame-de-Grâce where 74% of the population live in a rented apartment. Frequently, in such situations, overcrowding is an issue especially when we consider that 63% of the apartments in area have only between one and four rooms.

33.3% of the population in the area are in the lower half of the Canadian population when it comes to revenue earned after taxes.

85.7% (2,255 adults) of the population between the ages of 25 and 64 have a high school diploma or higher education but there remains a 14.3% (375 adults) of the area’s population that either has a high school diploma or no certificate or attestation. While we do not have the information to know precisely how many of our parents have a high school diploma, we know that there is a direct correlation between the CGTSIM Underprivilege Index and the mother’s educational level. ( Mothers’ low educational levels, drive the Underprivilege Index higher). We can therefore surmise that many of our students have at least one parent among those indicated above that do not have a high school diploma.

Elizabeth Ballantyne is the chosen school for children from many countries. The Internet, combined with “word-of-mouth”, has given us an international reputation. This local and international mix makes our school joyfully unique. We all benefit tremendously from this sharing of cultures. French is a third language for many of our 277 students.

EBS offers a range of sports and extra-curricular activities. The school offers intramurals at lunch time for students. The school participates in GMAA team sports and activities. Home and school offers a variety of activities for students at lunch throughout the year. There are a large variety of clubs ranging from Green Committee, differs students leadership groups, and robotics.
The Consultation

To assist with determining objectives for the Educational Project, Elizabeth Ballantyne High held three consultations for its community: one with the governing board and parent community, another for all staff, and finally a focus group to gain feedback from students. Below is a brief summary of what the process looked like.

There was a meeting of the governing board, including parents and community and school board representatives to identify the needs of the students, the challenges tied to their success and the expectations of the community. In reviewing the objectives set by the school board in their Commitment-to-Success Plan, stakeholders contributed their thoughts and ideas in relation to the prescribed objectives. The school staff was surveyed and met to discuss common themes and priorities to provide solutions aimed at meeting the challenges identified in the educational project.

Alignment to the EMSB’s Commitment-to-Success Plan

The school’s educational project contains the specific policies of the school and the objectives selected for improving student success. These must be consistent with the school board’s Commitment-to-Success Plan (Article 37). In what follows, the school will demonstrate how the selected objectives are coherent and consistent with those of the school board’s Commitment-to-Success Plan.

Orientation: Improved Academic Success

EMSB OBJECTIVE

Graduation and qualification

To increase the percentage of students under the age of 20 who obtain a first diploma (SSD or DVS) or qualification after 7 years from 88.6% in 2016 to 91.0% by 2022
EVALUATION OF ENGLISH MUNICIPALITY SCHOOL BOARD (EMSB) OBJECTIVES AND SCHOOL OBJECTIVES

The role of elementary education is to ensure the broad-based development of students. This means ensuring that all children are able to develop their cognitive, social, emotional, cultural and physical skills to the best of their abilities, preparing them for secondary school. While elementary schools do not directly impact the school board’s objective towards graduation, their contribution is essential, in laying those foundational skills needed by students to be successful throughout their academic journey.

The Board has decided to monitor the core subjects (Mathematics and languages) in the elementary schools. The languages appear under the objectives for Language Proficiency.

**EMSB Objective:**

To increase the success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination from 74.3% in 2017 to 75.0% by 2022.

### Mathematics 6 (Cycle 3 year 2)

<table>
<thead>
<tr>
<th>Year</th>
<th>Elizabeth Ballantyne Success Rate of EOC3 Mathematical Reasoning (C2)</th>
<th>EMSB Success Rate on EOC3 Mathematical Reasoning (C2) CORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>61.5</td>
<td>48.4</td>
</tr>
<tr>
<td>2016</td>
<td>63.6</td>
<td>53.2</td>
</tr>
<tr>
<td>2017</td>
<td>69.7</td>
<td>61.3</td>
</tr>
<tr>
<td>2018</td>
<td>70.3</td>
<td>57.4</td>
</tr>
</tbody>
</table>

Source: EMSB Local Data, 2018

Competency 1 (Situational Problem) The results for Competency 1 are not available, however, anecdotally, we have observed there has been a decline in the skillset. A possible reason for this is due to the discontinuation of the situational problem of the Cycle 1 & 2. We
need to ensure that as a school, we need to familiarize them to the format and evaluate these skills in Cycle 1 & Cycle 2. This will help build our students skills to be ready for Cycle 3 C1 exams.

Competency 2 (Mathematical Reasoning) Table 1 shows that the success rate has decreased but has steadily risen since 2015. The results from those of the Board from 2015 to 2017 show that there has been a gradual increase in the success rate. In the years to come, we will continue to focus on making a connection between mathematical concepts and real-world applications. For example: continue to move away from teaching the rote procedure and focus more on teaching the students fundamental math concepts (base ten, decomposition, regrouping, mental math...ect.) and using a hands on approach, which is in line with the school board’s math institute initiative.

EBS 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 70.3% in 2019 to 75% 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: Elizabeth Ballantyne and EMSB Success Rates and Mean Final Results in End-of-Cycle 3 English Language Arts Reading Component of the June MEES Examination (%)

<table>
<thead>
<tr>
<th></th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Final Result</td>
<td>Gap</td>
</tr>
<tr>
<td>Elizabeth Ballantyne</td>
<td>70.2</td>
<td>1.1</td>
</tr>
<tr>
<td>Elementary (Boys)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elizabeth Ballantyne</td>
<td>71.3</td>
<td></td>
</tr>
<tr>
<td>Elementary (Girls)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMSB (Boys)</td>
<td>68.7</td>
<td>5.0</td>
</tr>
<tr>
<td>EMSB (Girls)</td>
<td>73.7</td>
<td></td>
</tr>
</tbody>
</table>

EMSB Local Data, 2018

Table 2 shows that the gap in mean final result of the English Language Arts EOC 3 June MEES Examination Reading Component increased from 1.1% in 2016-2017 to 6.9% in 2017-2018. The Board’s gap has increased from 5.0% in 2016-2017 to 6.0% in 2017-2018. Currently, the school’s gap is slightly higher than the Board’s (6.9% > 6.0%). As a school, we will continue to put in place strategies that will increase the mean final result of boys and girls.

The gap in the success rate of the English Language Arts EOC 3 June MEES Examination Reading Component increased from 1.2% in 2016-2017 to 5.9% in 2017-2018. The Board’s gap remained unchanged from 2016-2017 to 2017-2018. The school’s gap is currently significantly lower than that of the school board (5.9% < 11.3%). As a school, we will continue to put in place strategies that will increase the success rate of boys while maintaining the success rate of girls.

Since the success rate is very high, we are focusing on the mean final result. The baseline for the mean final result gap between boys and girls is 6.9% (2017-2018).
EBS 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 6.9% in 2019 to 5.0% by 2022.

EBS 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 3.0% through 2022.

| Table 3: Elizabeth Ballantyne Success Rates in End-of-Cycle 3 French Second Language Writing Component of the Board-wide Uniform Examination (%) |
|-------------------------------------------------|----------------|----------------|----------------|
|                          | 2016-2017 | Gap | 2017-2018 | Gap |
| Elizabeth Ballantyne Elementary (Boys) | 78.9%     | 8%  | 71.4%     | 12.4% |
| Elizabeth Ballantyne Elementary (Girls) | 90.9%     |     | 83.8%     |      |
| EMSB (Boys)                   | 69.1%     | 22.6%| 75.9%     | 10.5% |
| EMSB (Girls)                 | 91.7%     |     | 86.4%     |      |

_EMSB Local Data, 2018_

Table 3 shows that the gap in the success rate of the French Second Language End-of-Cycle 3 Board-wide Examination Writing Component increased from 8% in 2016-2017 to 12.4% in 2017-2018. The gap remains similar whereas the school board has made significant improvements. We do believe that we are on right path by having movement breaks in class which supports all students who need breaks. French is now being taught in a more dynamic manner using technology and project-based leaning. Also, within the UDL model teachers are becoming more comfortable with reaching the needs of all students and differentiating for the learning styles of the students.
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.
In June of 2016, the exam rubrics changed; as such, only three years of data are presented.

Table 4 shows that the success rate of the Reading Component on the End-of-Cycle 3 MEES Examination of Elizabeth Ballantyne Elementary increased from 90.9% in 2017 to 97.3% to 2018 (a 6.4% increase). The school board’s results increased from 88.4% in 2017 to 89.1% in 2018 (a 0.7% increase). Elizabeth Ballantyne’s increase is significantly higher than that of the school board. While the Board’s success rate in the Writing Component remained relatively stable at about 94%, the school’s success rate increased from 93.9% in 2017 to 94.6% in 2018 (a 0.7% increase). The school will maintain the success rate above 95% for the Reading and Writing Component.

In June of 2016, the exam rubrics changed; as such, only three years of data are presented.
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 are very close to the results of the Board. To calculate the baseline, an average of the last two years will be used. The baseline is 72.5% for the Reading Component.

**French Second Language (Core Program)**

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Elizabeth Ballantyne School</th>
<th>EMSB Core</th>
<th>Elizabeth Ballantyne School</th>
<th>EMSB Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>65.7</td>
<td>55.3</td>
<td>80.0</td>
<td>80.1</td>
</tr>
<tr>
<td>2015-2016</td>
<td>92.6</td>
<td>55.3</td>
<td>89.3</td>
<td>81.9</td>
</tr>
<tr>
<td>2016-2017</td>
<td>66.7</td>
<td>58.7</td>
<td>74.1</td>
<td>79.6</td>
</tr>
<tr>
<td>2017-2018</td>
<td>68.8</td>
<td>68.8</td>
<td>78.1</td>
<td>80.5</td>
</tr>
</tbody>
</table>

*Source: EMSB Local Data 2018*

Table 6 shows that over the past two years, in the reading component, we have remained at par with or have been above the success rate of the other Core schools. In the writing component, we are decreasing the gap between our results and the results from other Core schools. Taking into account the high turnover of French teachers at our school over the past 5 years, we are happy that we are maintaining or improving our results. The French department has worked well together to ensure the continuity in the program and that the standards were maintained. We are unable to predict how the upcoming change in the evaluation criteria will affect our students. However, we are confident that both staff, with training, and our students will continue to succeed. Given that many of our students are learning French as their third or fourth language we are happy with our school results. In determining the baseline, the average of the last two years of results will be used. In this case, we will be maintaining the success rates.
Objective 4.1: To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above 95% through 2022.

Objective 4.2: 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 4.3: To increase the average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations from a baseline of 72.5% in 2018 to 77.0% in 2022.

Objective 4.4: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (Core) Reading component of the June MEES examinations from 87.6% to 90% by 2022.

Objective 4.5: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (Core) Writing component of the June Board uniform examinations above the 90% 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

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**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 (%)*

<table>
<thead>
<tr>
<th>Year</th>
<th>Elizabeth Ballantyne Bullying*</th>
<th>EMSB Bullying</th>
<th>Elizabeth Ballantyne School Safety**</th>
<th>EMSB School Safety</th>
<th>Elizabeth Ballantyne Anxiety***</th>
<th>EMSB Anxiety</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>23</td>
<td>24</td>
<td>64</td>
<td>67</td>
<td>29</td>
<td>18</td>
</tr>
<tr>
<td>2016-2017</td>
<td>22</td>
<td>24</td>
<td>63</td>
<td>65</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>2017-2018</td>
<td>27</td>
<td>23</td>
<td>66</td>
<td>65</td>
<td>17</td>
<td>18</td>
</tr>
</tbody>
</table>

*Source: OurSchool Survey (The Learning Bar), 2018*

* Students who are subjected to physical, social, or verbal bullying or are bullied over the internet
** Students who feel safe at school as well as going to and from school
*** Students with moderate or high level of anxiety
Table 7 shows that while the perception of bullying has remained relatively stable at the Board level at about 23%, the perception of bullying at our school is higher than that of the board. The boys 23% and girls 31%. The Canadian norm was 26% for both boys and girls.

Table 7 also shows that the perception of school safety is relatively stable at the Board at about 65%. The perception of school safety is slightly higher at our school. The boys were at 70% and girls 62%.

Table 7 shows that while the anxiety level of students in stable at 17% which is on par with the Board level. The national average was 16%

When looking at school statistics, it was clear that grade 4 was significantly lower in the perception bullying compared to grade 6.

When looking at grade 4, the students felt less safe, even though they reported less bullying and less anxiety. When looking at these statistics, we find this contradictory to what one would assume. As you will see in our strategies, we will implement the next survey on our strategies, we will ensure that definitions for key terms for bullying, feeling safe at school, and anxiety are well defined.

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

**School Objective 5.0:** To decrease the rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey from a baseline of 24% in 2018 to 15% 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 64.3% in 2017 to 76% by 2022.

**School Objective 5.2:** To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey from a baseline of 21.6% in 2018 to 15% by 2022.
The Ministry has prioritized the increase of physical activity in elementary schools by introducing an initiative that allows students the opportunity to accumulate 60 minutes of physical activity during each school day. This is not part of a physical education program; an increase in physical activity involves providing students with exercise, movement and alternatives to sedentary learning.

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

**Schools that have implemented in 2017-2019:**
EBS Objective 5: To maintain the MEES initiative of 60 minutes of physical activity per day for all students.

**Schools implementing the initiative in 2019-2020:**
EBS Objective 5.1: To implement the MEES initiative of 60 minutes of physical activity per day for all students.

**Schools implementing the initiative in 2020-2021 or 2021-2022:**
EBS Objective 5.2: To prepare for the implementation of the MEES initiative of 60 minutes of physical activity per day for all students. (indicator: needs analysis)

**Implementation and Monitoring of the Project**

The school will report to its community on the Educational Project on an annual basis. This has been determined in collaboration with the school board.
Signatory Parties

ON BEHALF OF THE SCHOOL

_______________________________________________        ________________________________________________
GOVERNING BOARD CHAIRPERSON          PRINCIPAL

ON BEHALF OF THE SCHOOL BOARD

_______________________________________________
DIRECTOR GENERAL

GOVERNING BOARD RESOLUTION

ELIZABETH BALLANTYNE ELEMENTARY SCHOOL                                          EDUCATIONAL PROJECT 2019-2022
(School name)

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

<table>
<thead>
<tr>
<th>Graduation and qualification:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1: 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 64.5 % in 2019 to 69.0% by 2022.</td>
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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 64.5% in 2019 to 69.9% by 2022.

- Teachers will place extra emphasis on identified areas of concern, identified from item analysis data (e.g. cartesian plane, probability, time, fractions)
- We will invite our math consultant for a one-day workshop on new strategies for teaching some of these concepts
- Center based approach using more manipulatives to engage all students.
- Application of math in real life situations.
- The resource teacher will pull out students who are struggling in math or will work with students during class time (individually, or in a small group) on identified areas of weakness using relevant interventions.
- Two professional days will be dedicated to 1) the use of manipulatives, and 2) the understanding of students’ thought processes in higher order thinking
- Improve teachers’ knowledge of mathematics concepts and instruction through the school board’s numeracy initiative
- We need to increase time on mental math. The grades for the mental math came from a multiple-choice section. Therefore, we also need to make sure that our students are able to do multiple choice questions properly.

**Equity:**

**Objective 2: To maintain 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 5.9% in 2018 to remain below 10% by 2022.**

**Objective 2.1: To decrease the gap between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination baseline of 12.4% in 2018 to below 10.0% through 2022.**

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| The gap in success rates between the boys and girls | To maintain 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 5.9% in 2018 to remain below 10% by 2022. | • Continue using a UDI approach. We want students to have some choice in their work and ensure that all material is reachable for all students.  
• Continue including STEAM in pedagogical approaches to increase student interests. |
|---|---|---|
| The gap in success rates between the boys and girls | To decrease the gap between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination baseline of 12.4% in 2018 to below 10.0% through 2022. | • Continue using a UDI approach. We want students to have some choice in their work and ensure that all material is reachable for all students.  
• Continue including STEAM in pedagogical approaches to increase student interests. |

**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 95% 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 94% 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 72.5% in 2018 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 95% 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 95% range through 2022.

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| The success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations | To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above 95% through 2022. | • Direct explanation: The teacher explains to students why the strategy helps comprehension and when to apply the strategy.  
• Modeling reading strategies: The teacher models, or demonstrates, how to apply the strategy, usually by "thinking aloud" while reading the text that the students are using.  
• Guided reading: The teacher guides and assists students as they learn how and when to apply the strategy. Helping students practice the strategy until they can apply it independently.  
• We will invite our English Language Arts consultant for a one-day workshop on new reading concepts and instruction.  
• The resource teacher will work with students during class time who are struggling in reading (individually or in a small group) on identified areas of weakness. |

| The success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations | To maintain the success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations above 94% range through 2022. | • Modeling writing by "thinking aloud" while writing.  
• Guided writing: The teacher guides and assists students as they write.  
• Encourage students to focus on the idea rather than the grammar. Emphasize that getting their ideas written down is more important before focusing on vocabulary and grammar.  
• Use pictures to help engage them.  
• Group or partner brainstorming sessions allowing students to share their ideas before starting the writing process.  
• The resource teacher will work with students during class time who are struggling in writing (individually or in a small group) on identified areas of weakness. |
| The average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations | To increase the average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations from a baseline of 72.5% in 2018 to 77.0% in 2022. | • Direct explanation: The teacher explains to students why the strategy helps comprehension and when to apply the strategy.  
• Modeling reading strategies: The teacher models, or demonstrates, how to apply the strategy, usually by "thinking aloud" while reading the text that the students are using.  
• Guided reading: The teacher guides and assists students as they learn how and when to apply the strategy. Helping students practice the strategy until they can apply it independently.  
• We will invite our English Language Arts consultant for a one-day workshop on new reading concepts and instruction.  
• The resource teacher will work with students during class time who are struggling in reading (individually or in a small group) on identified areas of weakness.  
• The teachers will put extra emphasis on vocabulary and inference.  
• Teachers will teach vocabulary explicitly, and focus on key words, use of picture walk through text.  
• Promote active engagement of students in new vocabulary, using new words in discussion and conversation. |
|---|---|---|
| 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 95% range through 2022. | • Continue with the past strategy of making sure French is taught in a fun manner using technology, and having project based learning.  
• Develop a sheet that will provide parents Apps and ideas so that students can hear French outside of school and for new students to the school who can practice before school starts. |
| 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 Board uniform | • Continue with the past strategy of making sure French is taught in a fun manner using technology, and having project based learning.  
• The teachers will put extra emphasis on vocabulary and inference.  
• Teachers will teach vocabulary explicitly, and focus on key words, use of picture walk through text.  
• Promote active engagement of students in new vocabulary, using new words in discussion and conversation. |
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 16% in 2019 to 14% 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 75% in 2017 to 77% 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 11% in 2017 to 9% by 2022.

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| The rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey | To decrease the rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey from a baseline of 27% in 2019 to 15% by 2022. | • Ensure that students understand questions on the Ourschool survey. Mr. James will accompany the teacher who administers the survey.  
• Bringing in a guest speaker to address bullying.  
• Bullying intervention campaign.  
• Continue the house system to foster relationships outside of the class.  
• Continue Core values.  
• Use the optimal intervention strategies as found from Marie-Vincent Foundation.  
• Scheduled follow up meetings for students who have been in an incident. |
| The rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey | To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey from a baseline of 66% in 2018 to 76% by 2022. | • Ensure that students understand questions on the survey. Mr. James will accompany the teacher who administers the survey.  
• Continue the house system to foster relationships outside of the class.  
• Survey students to find out where they feel unsafe.  
• Continue Core values.  
• Use the optimal intervention strategies as found from Marie-Vincent Foundation. |
| The rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey | To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey from a baseline of 17% in 2017 to 15% by 2022. | • Survey students to understand why there is so much anxiety.  
• Keep our calming room so that students have a place and person to speak with when needed.  
• Use the optimal intervention strategies as found from Marie-Vincent Foundation.  
• Ensure that students understand questions on the survey. Mr. James will accompany the teacher who administers the survey. |