



Commission scolaire English-Montréal  
English Montreal School Board



# 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.

## 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

## EMSBS 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*.

### EMSBS Objective:

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

### Mathematics 6 (Cycle 3 year 2)

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

Year	Elizabeth Ballantyne Success Rate of EOC3 Mathematical Reasoning (C2)	EMSBS Success Rate on EOC3 Mathematical Reasoning (C2) CORE
2015	61.5 (24/ 39)	48.4
2016	63.6 (21/33)	53.2
2017	69.7 (23/33)	61.3
2018	70.3 (26/37)	57.4

Source: EMSBS Local Data, 2018

Competency 2 (Mathematical Reasoning) is the more objective indicator of student performance at this level. Table 1 shows that the success rate has steadily increased from 61.5% in 2015 to 70.3% in 2018. The success rate of the Board (Core) increased steadily from 2015 to 2017 but decreased in 2018. In establishing our baseline, the school chose to use the 2018 result.

**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 2018 to 75.0% by 2022.**

***Orientation: Equity among Various Groups***

**EMSB OBJECTIVE**

**Equity**

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

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



**Table 2: Elizabeth Ballantyne and EMSB Success Rates in End-of-Cycle 3 English Language Arts Reading Component of the June MEES Examination (%)**

	2016-2017		2017-2018	
	Success Rate	Gap	Success Rate	Gap
Elizabeth Ballantyne Elementary (Boys)	90.5 (19/21)	1.2	94.1 (16/17)	5.9
Elizabeth Ballantyne Elementary (Girls)	91.7 (11/12)		100 (20/20)	
EMSB (Boys)	83.4	10.3	83.5	11.3
EMSB (Girls)	93.7		94.8	

*EMSB Local Data, 2018*

Given that the population is small, the use of percentages in reporting on the success rate for this group can be misleading since a small change in numbers may produce a large fluctuation in percentages. Table 2 shows the success rate of boys on the English Language Arts EOC 3 June MEES Examination Reading Component increased from 90.5% in 2017 to 94.1% in 2018 and the success rate of girls increased from 91.7% in 2017 to 100% in 2018. Table 2 also shows the gap in success rates between boys and girls increased from 1.2% in 2017 to 5.9% in 2018. The 1.2% gap represents 1 less boy being successful in 2017 and the 5.9% gap also represents 1 less boy being successful in 2018. If one compares the gap with the number of students and not the percentage, it is clear that there is no gap. The fluctuation is largely due to the small number of students whose weighting affects the success rate substantially.

**Objective 2: To maintain the gap in success rates between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination to the percent equivalent of one student through 2022.**

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

	<b>2016-2017</b>	<b>Gap</b>	<b>2017-2018</b>	<b>Gap</b>
Elizabeth Ballantyne Elementary (Boys)	78.9 (15/19)	8.0	71.4 (10/14)	12.4
Elizabeth Ballantyne Elementary (Girls)	90.9 (10/11)		83.8 (15/18 )	
EMSB (Boys)	69.1	22.6	75.9%	10.5
EMSB (Girls)	91.7		86.4%	

*EMSB Local Data, 2018*

Given that the population is small, the use of percentages in reporting on the success rate for this group can be misleading since a small change in numbers may produce a large fluctuation in percentages. Table 3 shows that the success rate of boys on the French Second Language End-of-Cycle 3 Board-wide Examination Writing Component decreased from 78.9% in 2017 to 71.4% in 2018 and the success rate of girls decreased from 90.9% in 2017 to 83.8% in 2018. Table 3 also shows that the gap in success rates between girls and boys increased from 8.0% in 2017 to 12.4% in 2018. It should be noted that the 12.4% gap in 2018 represents 1 less boy being successful. This does not represent a real gap between the genders, although we understand that both the boys and girls had a lower success rate in 2018. The focus should be placed on ensuring that the success rates of both the boys and girls improve. The gap is a dynamic indicator, which may not necessarily provide the relevant information in order to address the core of the challenge.

In establishing the baseline, the school will take the average of the results of the two years. The baseline is 10.2%

**Objective 2.1: To reduce the gap in success rate between boys and girls on the End-of-Cycle French second Language Writing Component June Board-wide Examination from 10.2% in 2019 to 5.0% by 2022.**

## *Orientation: Mastery of Languages*

### **EMSB OBJECTIVE**

#### **Language Proficiency**

##### **English Language Arts**

**Objective 4:** To increase the success rate of students on the End-of-Cycle 3 English Reading component of the June MEES examinations from 88.5% in 2017 to 90% by 2022.

**Objective 4.1:** To maintain the success rate of students on the End-of-Cycle 3 English Writing component of the June MEES examinations above the 90% range through 2022.

##### **French Second Language (base)**

**Objective 4.3:** To increase the success rate of students on the End-of-Cycle 3 French Second Language (base) Reading component of the June MEES examinations from 87.6% in 2017 to 90% by 2022.

**Objective 4.4:** To maintain the success rate of students on the End-of-Cycle 3 French Second Language (base) Writing component of the June MEES examinations above the 90% range through 2022.

**English Language Arts**

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

Year	Reading Component			Writing Component		
	Elizabeth Ballantyne School	EMS B		Elizabeth Ballantyne School	EMS B	
<b>2015-2016</b>	90.9	92.4		93.9	97.5	
<b>2016-2017</b>	90.9	88.4		93.9	94.5	
<b>2017-2018</b>	97.3	89.1		94.6	94.0	

*Source: EMSB Local Data 2018*

In June of 2016, the exam rubrics changed; as such, only three years of data are presented.

Table 4 shows that the success rate on the Reading Component of the End-of-Cycle 3 MEES Examination of Elizabeth Ballantyne Elementary increased from 90.9% in 2016 to 97.3% in 2018. The Board’s success rate decreased from 92.4% in 2016 to 89.1% in 2018. The school’s success rate on the Writing component remained essentially stable at about 94%, while that of the Board decreased from 97.5% in 2016 to 94.0% in 2018. The school will maintain the success rate above 95% for both the Reading and Writing component.

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

Year	Reading Component			Writing Component		
	Elizabeth Ballantyne School	EMS B	English Core	Elizabeth Ballantyne School	EMS B	English Core
<b>2016-2017</b>	70.6	71.2	69.4	68.3	74.2	68.2
<b>2017-2018</b>	74.3	72.9	69.7	72.0	73.8	71.2

*Source: EMSB Local Data 2018*

As a result of the very high success rate in both Reading and Writing, the school has undertaken to improve the proficiency level of students. Table 5 shows the average mark on the Reading component increased from 70.6% in 2017 to 74.3% in 2018 and the average mark on the Writing component

increased from 68.3% to 72.0% in 2018. To calculate the baseline, an average of the results of last two years will be used. The baseline for the Reading component is 72.5% and for the Writing component is 70.2%.

**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 95% 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 72.5% in 2019 to 75.0% in 2022.**

**Objective 4.2a: To increase the average mark of students on the End-of-Cycle 3 Writing Component of the June MEES examinations from a baseline of 70.2% in 2019 to 73.0% in 2022.**

**French Second Language (Core Program)**

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

Year	Reading Component		Writing Component	
	Elizabeth Ballantyne School	EMSBCore	Elizabeth Ballantyne School	EMSBCore
2014-2015	65.7	55.3	80.0	80.1
2015-2016	92.6	83.5	89.3	81.9
2016-2017	66.7	58.7	83.3	79.6
2017-2018	68.8	66.8	78.1	80.5

Source: EMSB Local Data 2018

Table 6 shows that the success rate on Reading component of the End-of-Cycle 3 French Second Language Board-wide Uniform Examination increased significantly from 65.7% to 92.6% in 2016. The exam format changed in 2017 for the Reading component to include audio and visual texts in addition to written texts. The significant decrease in 2017 to 66.7% may be a result of the change in exam format, as the Board

experienced the same significant decrease. The success rate remained relatively stable in 2018. The results of the school mirror what has happened at the Board level. Table 6 also shows that the success rate on the Writing component of the End-of-Cycle 3 French Second Language Board-wide Uniform Examination increased from 80.0% in 2015 to 89.3% in 2016. Since then, the success rate has decreased to 78.1% in 2018. The exam format did not change.

Continuity in the teaching staff is an important factor in the success of students. There has been a high turnover of French teachers in our school. The French department has worked well together to ensure the continuity in the program and that the standards were maintained. We are pleased with our results.

In calculating our baseline, the school will take the average of the results of the last two years. The baseline for the Reading component is 67.8% and the baseline for the Writing component is 80.7%.

**Objective 4.4: To increase the success rate of students on the End-of-Cycle 3 French Second Language (Core) Reading component of the June MEES examinations from 67.8 % to 73.0% by 2022.**

**Objective 4.5: To increase the success rate of students on the End-of-Cycle 3 French Second Language (Core) Writing component of the June Board uniform examinations from 80.7% in 2019 to 85.0% by 2022.**

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

### EMS B OBJECTIVE

#### **A welcoming, safe, and caring living environment**

**EMS B Objective: To decrease the rate of elementary students who report victimization resulting from bullying on the OURSCHOOL survey from 24% in 2017 to 22% by 2022**

**EMS B Objective: To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL survey from 65% in 2017 to 68% by 2022**

**EMS B Objective: To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL survey from 18% in 2017 to 16% by 2022**

### **Students Perception of Bullying, Perception of School Safety and Sense of Anxiety:**

**Table 7: EMS B Elementary Student's Perception of Bullying, Perception of School Safety and Sense of Anxiety (%)**

Year	Elizabeth Ballantyne Bullying*	EMS B Bullying	Elizabeth Ballantyne School Safety**	EMS B School Safety	Elizabeth Ballantyne Anxiety***	EMS B Anxiety
2016-2017	22	24	63	65	19	18
2017-2018	27	23	66	65	17	18

Source: OurSchool Survey (The Learning Bar), 2018

\* Students who are subjected to physical, social, or verbal bullying or are bullied over the internet

\*\* Students who feel safe at school as well as going to and from school

\*\*\* Students with moderate or high level of anxiety

Table 7 shows that 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 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 lower than that of the board, the perception of bullying increased from 22% in 2017 to 27% in 2018.

Table 7 also shows that the perception of school safety is relatively stable at the Board at about 65%. The perception of school safety has increased from 63% in 2017 to 66% in 2018. While there is not a one-to-one correlation between the perception of bullying and that of school safety, there is some correlation. It is possible that students may not have understood the concepts fully, because as the bullying results increased, so did school safety.

Table 7 shows that while the anxiety level of students is stable at 18% at the Board level. It is also the same at the school, at about 18%.

In establishing our baselines, we have chosen to take the average of the last two 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 25% in 2018 to 20% 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 65% in 2017 to 70% 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 18% in 2018 to 15% by 2022.**



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

### **EMSB OBJECTIVE**

#### **Physical Activity:**

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

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

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

**EBS Objective 5: To maintain the MEES initiative of 60 minutes of physical activity per day for all students.**

### **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.

## Appendix 1 Strategies for Implementation of School Objectives

### Graduation and qualification:

**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.**

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 64.5% in 2019 to 69.9% by 2022.</p>	<ul style="list-style-type: none"> <li>• Teachers will place extra emphasis on identified areas of concern, identified from item analysis data (e.g. cartesian plane, probability, time, fractions )</li> <li>• We will invite our math consultant for a one-day workshop on new strategies for teaching some of these concepts</li> <li>• Center based approach using more manipulatives to engage all students.</li> <li>• Application of math in real life situations.</li> <li>• 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.</li> <li>• Two professional days will be dedicated to 1) the use of manipulatives, and 2) the understanding of students' thought processes in higher order thinking</li> <li>• Improve teachers' knowledge of mathematics concepts and instruction through the school board's numeracy initiative</li> <li>• 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.</li> </ul>

**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.**

<b>Indicator</b>	<b>Target</b>	<b>Strategies</b>
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.	<ul style="list-style-type: none"><li>• 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.</li><li>• Continue including STEAM in pedagogical approaches to increase student interests.</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 French Second Language Writing Component June Board-wide Examination baseline of 12.4% in 2018 to below 10.0% through 2022.	<ul style="list-style-type: none"><li>• 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.</li><li>• Continue including STEAM in pedagogical approaches to increase student interests.</li></ul>

**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.**

Indicator	Target	Strategies
The success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations	To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above 95% through 2022.	<ul style="list-style-type: none"> <li>• Direct explanation: The teacher explains to students why the strategy helps comprehension and when to apply the strategy.</li> <li>• 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.</li> <li>• 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.</li> <li>• We will invite our English Language Arts consultant for a one-day workshop on new reading concepts and instruction.</li> <li>• 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.</li> </ul>
		<ul style="list-style-type: none"> <li>• Modeling writing by "thinking aloud" while writing.</li> <li>• Guided writing: The teacher guides and assists students as they write.</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 English Writing Component of the June MEES examinations above 94% range through 2022.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use pictures to help engage them.</li> <li>• Group or partner brainstorming sessions allowing students to share their ideas before starting the writing process.</li> <li>• 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.</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 72.5% in 2018 to 77.0% in 2022.</p>	<ul style="list-style-type: none"> <li>• Direct explanation: The teacher explains to students why the strategy helps comprehension and when to apply the strategy.</li> <li>• 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.</li> <li>• 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.</li> <li>• We will invite our English Language Arts consultant for a one-day workshop on new reading concepts and instruction.</li> <li>• 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.</li> <li>• The teachers will put extra emphasis on vocabulary and inference.</li> <li>• Teachers will teach vocabulary explicitly, and focus on key words, use of picture walk through text.</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 French Second Language (bilingual) Reading component of the June MEES examinations</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Continue with the past strategy of making sure French is taught in a fun manner using technology, and having project based learning.</li> <li>• 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..</li> </ul>

<p>the success rate of students on the End-of-Cycle 3 French Second Language (bilingual ) Writing component of the June Board uniform examinations</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Continue with the past strategy of making sure French is taught in a fun manner using technology, and having project based learning.</li> <li>• The teachers will put extra emphasis on vocabulary and inference.</li> <li>• Teachers will teach vocabulary explicitly, and focus on key words, use of picture walk through text.</li> <li>• Promote active engagement of students in new vocabulary, using new words in discussion and conversation.</li> </ul>
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**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.**

Indicator	Target	Strategies
<p>The rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey</p>	<p>To decrease the rate of our elementary students who report victimization resulting from bullying on the</p>	<ul style="list-style-type: none"> <li>• Ensure that students understand questions on the Ourschool survey. Mr. James will accompany the teacher who administers the survey.</li> <li>• Bringing in a guest speaker to address bullying.</li> </ul>

	OURSCHOOL Survey from a baseline of 27% in 2019 to 15% by 2022.	<ul style="list-style-type: none"> <li>• Bullying intervention campaign.</li> <li>• Continue the house system to foster relationships outside of the class.</li> <li>• Continue Core values.</li> <li>• Use the optimal intervention strategies as found from Marie-Vincent Foundation.</li> <li>• Scheduled follow up meetings for students who have been in an incident.</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Ensure that students understand questions on the survey. Mr. James will accompany the teacher who administers the survey.</li> <li>• Continue the house system to foster relationships outside of the class.</li> <li>• Survey students to find out where they feel unsafe.</li> <li>• Continue Core values.</li> <li>• Use the optimal intervention strategies as found from Marie-Vincent Foundation.</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 elementary school students on the OURSCHOOL Survey from a baseline of 17% in 2017 to 15% by 2022.	<ul style="list-style-type: none"> <li>• Survey students to understand why there is so much anxiety.</li> <li>• Keep our calming room so that students have a place and person to speak with when needed.</li> <li>• Use the optimal intervention strategies as found from Marie-Vincent Foundation.</li> <li>• Ensure that students understand questions on the survey. Mr. James will accompany the teacher who administers the survey.</li> </ul>