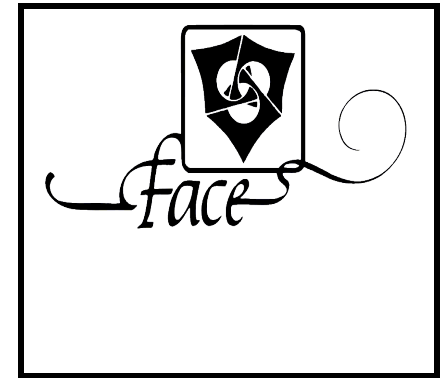




Commission scolaire English-Montréal
English Montreal School Board



EDUCATIONAL PROJECT

FACE ELEMENTARY

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 school team, composed of a few staff members, led by the vice-principal

Groups Consulted in the Development of the Project

- The school's parent community
- Students through surveys
- EMSB staff, including, teachers, professionals and support staff

School Profile

FACE is a unique, one-of-a-kind school in Quebec. Founded in 1975 by Phillip Bagniet, the school has grown, evolving and developing a unique educational model through arts education that is rich, open-minded and well-rounded. Located for more than 30 years in the old Montreal High School, a historic building possessed of an old-world charm in the heart of the City, the school welcomes students to elementary and secondary classes.

FACE is affiliated to the CSDM (Commission Scolaire de Montréal) in partnership with the EMSB (English Montreal School Board), allowing both French and English speaking students the opportunity to study with an arts-based focus.

At the moment, the student population is 1264. This number can be broken down as follows:

- Elementary, Francophone: 546
- Secondary, Francophone: 427
- Elementary, Anglophone: 164
- Secondary, Anglophone: 127

The students from the French sector (CSDM) receive their instruction in French. Those who are from EMSB receive a bilingual education at the elementary level and are streamed into an English core program in High School. Approximately 15% of the students in elementary have an IEP, four of which are coded and 13% in high school, including six coded students. These numbers do not include our newly arrived students nor our English Second Language (ESL) students. The challenges we face in the instruction of our curriculum include the differentiation required when teaching students with special needs and learning disabilities, as well as our ESL population. The acquisition of language, especially with our ESL population, varies from cycle to cycle.

In addition to this, there are many occasions for students to interact with each other within the instrumental and vocal music programs as the French and English sectors are merged within these classes. The students from both sectors work together in creating original productions, concerts, and extracurricular activities. They also attend outings, concerts and performances together, regardless of their language of instruction. As they share a common school schedule, both sectors are integrated during recess and lunch as well.

From Kindergarten to Grade 11, the Fine Arts Program allows students to adapt to 4 artistic disciplines: visual arts, theatre/drama, vocal and instrumental music and dance. Those more gifted or motivated are able to showcase their talents in complementary activities such as the Jazz Bands, the Symphony Orchestra, Ensemble Con Brio, Midi-Jazz, Midi-Pop, Boys' Choir, plays et cetera. The aim of the program is not to train professional artists but rather to assist students in their development and help them thrive, so as to better succeed in their education.

The school is situated in an urban area, located in the downtown area. As the school has a 240 status, students come from all over the city. There is no bus transportation

The school staff is comprised of one CSDM principal, three CSDM vice principals and one EMSB vice principal. On the EMSB side, there are thirty teachers, two special education technicians, one for each level, a guidance counselor and one secretary. There is one full-time resource teacher in elementary and one at the high school level to meet the needs of our students. In addition to the attendants and special education technicians, the Complementary service team from the Board includes a psychologist, a spiritual and community animator, a psycho-educator and a speech and language pathologist. They each come to school one day a week. The school staff is dedicated and works diligently to support the whole child. The staff is supportive of each other and in developing a strong school climate where students can feel like they are part of a caring community.

Parental involvement is seen as important. Relations between teachers, parents and students are generally supportive and collaborative. The members of the governing board are actively involved in working to support school improvement. The Parent Participation Organization (PPO) meets regularly and is very implicated in school life. Some parents are very involved (as in, they volunteer daily, attend meetings regularly and support school wide events). We continue to develop new events to encourage parents who are less involved in school life to participate in their child's education in a positive manner. The population of the students in the school is quite varied in socio-economic status, behaviour and academic needs. About 20% of students in the school receive additional support for learning, social or emotional challenges. The staff has a good overall understanding of how to support the growth of the whole child, and this is further supported by quiet classroom corners, yearly school themes that focus on helping the children to actualize their potential as well as provide inspiration. Moreover, students have access to a full-time Oasis room, to seek support in the event of conflicts.

The OURSCHOOL Survey is administered once a year and provides feedback to administration about student perceptions of their daily lives. Within the last year, we have learned that our rate of perceived victimization (bullying) has decreased considerably among all students. While most students report that they feel safe at school and a sense of belonging to the FACE community, we have noticed that anxiety is on the rise with our students.

The school holds regular activities for the families of students: many musical concerts throughout the year as well as play, many of which are put together by students and graduation ceremonies to name a few.

FACE students love playing sports. There are intramural and intermural sporting events offered by the physical education teachers. Many of our high school students participate in team sports with the GMAA. The school has a wide variety of low-cost or free clubs and activities at lunchtime. Many of our students attend these events.

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

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

- Students' results on the End of Cycle 3 June Mathematics Exam (C2: Mathematical Reasoning Component) increased from 59.12% in 2015 to 76.9% in 2018.
- Student results in the French Reading Component have remained stable with over 95% success. In the Writing Component, results have decreased from 100% to 83%.
- In the English Language Arts June MEES Exam, the results on the Reading Component have slightly decreased from 100% in 2015 to 97% in 2018. The Writing Component for this group also went from 100% to 88.2%.
- The results of the **OurSCHOOL** (formerly known as **Tell Them From Me**) surveys of student attitudes concerning victimization resulting from moderate to severe bullying, and concerning feeling safe at school have been also decreased. We have noticed an increase in the anxiety level of students.

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

Our Mission and Values

We believe that all students should:

1. Benefit from an environment that encourages them to reach their academic, social and physical potential and well-being.
2. Use the Fine Arts as a means to foster student success.
3. Engage in opportunities to show responsibility, self-discipline and respect for peers and staff, their school building and community.
4. Promote a school culture that embraces diversity, inclusion and understanding of civic responsibility.
5. Be provided with a curriculum with enrichment opportunities especially in the Fine Arts.
6. Develop the ability to be bilingual
7. Develop the ability to use technology effectively.
8. Participate in compulsory extra-curricular programs that include the Fine Arts, athletic, environmental and community service programs in order to promote personal growth, social development and school spirit.
9. Develop a strong sense of family within the school that can positively impact the community.

The Consultation

The consultation of the FACE community happened on several occasions. Last school year, parents, staff and students were sent out a survey to complete, which discussed needs of the school. After identifying specific areas of improvement, parents were invited back to share their biggest concerns. During this round table group discussion session with parents and a few students, parents were able to list areas they would like the school to place their greatest focus on. Parents, students and staff shared concerns similar to the concerns and challenges that emerged from the EMSB commitment-to-success plan.

Although, most of the concerns brought to the forefront during the consultations matched the concerns raised in the EMSB commitment-to-success plan, two specific areas of concern emerged, which are the student well-being and motivation and engagement of the student. The Education Project for the EMSB, aligned with the school board focuses on academics to include strategies to continue to motivate and engage our students to achieve academically. The commitment to the well-being of the students will improve their social emotional well-being at school.

Given that FACE is a particular situation where the school functions with two school boards, we will, until the end of the year and next year, continue to build on increasing engagement and motivation as these will have a direct impact on student success and therefore academics. As well, student well-being will also be another orientation we will build on to ensure that students feel safer.

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

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

EMSB Orientations, Objectives and School Objectives

Orientation: Improved Academic Success

EMSB OBJECTIVE

Graduation and qualification

To increase the percentage of students under the age of 20 who obtain a first diploma (SSD or DVS) or qualification after 7 years from 88.6% in 2016 to 91.0% by 2022

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

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

EMSB Objective:

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

Mathematics 6 (Cycle 3 year 2)

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

Year	FACE Elementary Success Rate of EOC3 Mathematical Reasoning (C2)	EMSB Success Rate on EOC3 Mathematical Reasoning (C2)
2015	59.1	63.8
2016	77.8	64.4
2017	80.0	74.3
2018	76.9	70.4

Source: EMSB Local Data, 2018

Competency 2 (Mathematical Reasoning) is the more objective indicator of student performance at this level. Table 1 shows that the success rate increased from 59.1% in 2015 to 80.0% in 2017, with a slight decrease in 2018 to 76.9%. The results of the school mirror those of the Board. Given that the cohort at FACE is one class (about 25 students), a small change in numbers can produce large fluctuations in percent.

In establishing our baselines, we chose to take an average of the last three years. The 2015 result is an outlier. The baseline is 78.2%.

School Objective 1: To increase the success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination from a baseline 78.2% in 2019 to 84.0% 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: FACE and EMSB Success Ratio in End-of-Cycle 3 English Language Arts Reading Component of the June MEES Examination (% Equivalent)

	2016-2017	Gap	2017-2018	Gap
FACE (Boys)	100 (12/12)	0	100 (5/5)	4.8
FACE (Girls)	100 (13/13)		95.2 (20/21)	
EMSB (Boys)	83.4	10.3	83.5	11.3
EMSB (Girls)	93.7		94.8	

EMSB Lumix Data, 2018

Table 2 shows that the in the success rate of the English Language Arts EOC 3 June MEES Examination Reading Component n 2017 was 100% for both boys and girls. There is no gap. The success rate for boys in 2018 was 100%, while that of girls was 95.2%. If one were to consider the gap in percent, it represents a gap of 4.8%. In fact, there was one less girl who was not successful.

School Objective 2: To maintain the existing parity in between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component June MEES examination at about 3% through 2022.

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

FRI610 (Bilingual)	2016-2017	Gap	2017-2018	Gap
FACE (Boys)	100 (12/12)	0	100 (5/5)	0
FACE (Girls)	100 (13/13)		100 (21/21)	
EMSB Bilingual (Boys)	96.3	2.1	91.2	4.5
EMSB Bilingual (Girls)	98.4		95.7	

EMSB Lumix Data, 2018

Table 3 shows the success rate of the French Second Language End-of-Cycle 3 Board-wide Examination Writing Component for both girls and boys was 100% for both 2017 and 2018. There is no gap.

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

Orientation: Mastery of Languages

EMSB OBJECTIVE

Language Proficiency

English Language Arts

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

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

French Second Language (base)

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

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

English Language Arts

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

Year	Reading Component		Writing Component	
	FACE School	EMSB	FACE School	EMSB
2015-2016	96.3	92.4	100	97.5
2016-2017	100	88.4	100	94.5
2017-2018	96.2	89.1	100	94.1

Source: EMSB Local Data 2018

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

Table 4 shows that the success rate of the Reading Component on the End-of-Cycle 3 MEES Examination of FACE Elementary was relatively stable at above 96%. The Writing Component shows a success rate of 100% throughout the three years.

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

Year	Reading Component		Writing Component	
	FACE School	EMSB	FACE School	EMSB
2016-2017	73.6	71.2	73.6	74.2
2017-2018	79.8	72.8	82.7	73.8

Source: EMSB Local Data 2018

Given the high success rates in both the Reading and Writing components, the school will add objectives to increase the proficiency rates in both components. In the Reading Component, the average mark increased from 73.6% in 2017 to 79.8% in 2018. The results are higher than the Board average. In the Writing Component, the average mark increased from 73.6% in 2017 to 82.7% in 2018. The baseline for both components will be calculated using the average of the two years presented above. The baseline for the Reading Component is 76.7%. The baseline for the Writing Component is 78.2%.

Objective 4: To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above the 95% range 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% 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 76.7% in 2019 to 80.0% 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 78.2% in 2019 to 82.0% in 2022.

French Second Language (Bilingual Program)

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

Year	Reading Component		Writing Component	
	FACE	EMSB Bilingual	FACE	EMSB Bilingual
2014-2015	78.3	74.9	95.7	89.3
2015-2016	96.3	81.0	100	97.9
2016-2017	100	90.6	100	97.3
2017-2018	88.5	90.8	100	93.6

Source: EMSB Lumix Data 2018

Table 6 shows that the success rate on the Reading Component of the End-of-Cycle French Second Language Board-wide Uniform Examination increased from 78.3% in 2015 to 96.3% in 2016. It is worth noting that the exam format changed in 2017 to include audio and visual texts in addition to written texts. The success rate in 2017 was 100%, but decreased to 88.5% the following year. The success rate in the Writing Component increased from 95.7% in 2015 to 100%, and remained relatively stable since 2016.

In determining the baseline, the average of the last two years of results will be used because of the change in exam format.

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 at or 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.

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 10% by 2022

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

Table 7: EMSB Elementary Student’s Perception of Bullying, Perception of School Safety and Sense of Anxiety (%)

Year	FACE Bullying*	EMSB Bullying	FACE School Safety**	EMSB School Safety	FACE Anxiety***	EMSB Anxiety
2016-2017	27	24	49	65	18	18
2017-2018	26	23	45	65	23	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 about 26%, while at the Board it has been relatively stable at about 23%. Students report that the bullying occurs in the hallways and outside of the school. They also cite that it happens most during the lunch period.

Overall, 43% of students at the elementary level reported being a victim of bullying for at least one of the four types of bullying. It is more prevalent in the social aspect and they reported this going on more frequently in the hallways and outside of school. Luckily, they have also noted that they tell a friend and talk to the bully as well.

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, but of concern is the fact that it appears to be on the decline. Overall, 20% of girls and 20.8% of boys indicated that they did not feel safe at school. A further 20% of girls and 29.2% of boys indicated a neutral position, neither agreeing nor disagreeing that they felt safe at school.

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

In establishing our baselines, we have chosen to look at the EMSB results and get closer to those numbers. We took the average of the last year of our school and the entire school board as an 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 43% in 2019 to 33% 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 60% 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 20% in 2017 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.

School 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

FACE ELEMENTARY 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 _____ 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

Graduation and qualification:		
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 67.0% in 2017 to 80.0% by 2022.		
Indicator	Target	Strategies
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 73.5% in 2019 to 76% by 2022.	<ul style="list-style-type: none"> • Invite our math consultant for workshops on new strategies for concepts students have greater difficulty with. • The resource teacher will continue to 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 • 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. • Encourage students to attend tutorials and do homework. • Maintain lunch time tutorial program.
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 3.6% in 2019 to 2% by 2022.		
Objective 2.1: To maintain the gap between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination at 3.0% through 2022.		
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 English Language Arts Reading Component of the June MEES examination from a baseline of 3.6% in 2019 to 2% by 2022.	<ul style="list-style-type: none"> • Teachers will introduce projects that can appeal to more typical boys' interests. • They will consider publishing a magazine to motivate interests in writing. • Competitions for purpose and confidence boost and incorporate larger works (650 words+)

The gap in success rates between the boys and girls	To maintain the gap between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination at 1.9% through 2022.	<ul style="list-style-type: none"> • Teachers will introduce projects that can appeal to more typical boys' interests. • They will consider publishing a magazine to motivate interests in writing. • Competitions for purpose and confidence boost and incorporate larger works (650 words+)
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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% 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 87.6% in 2019 to 90.0% 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 90% 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 90% range through 2022.

Indicator	Target	Strategies
The success rate of students on the End-of-Cycle 3 English	To maintain the success rate of students on the End-of-Cycle 3 English Reading	<ul style="list-style-type: none"> • Teachers will continue to support students with IEPs as well as new students with limited language skills.

Reading Component of the June MEES examinations	Component of the June MEES examinations above 95% through 2022.	<ul style="list-style-type: none"> • They will continue to offer remediation as well as identify students who can benefit from the after-school homework program. • We have been able to hire tutors to support these students and would like to prioritize that if budget permits.
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 90% range through 2022.	<ul style="list-style-type: none"> • Teachers will continue to support students with IEPs as well as new students with limited language skills. • They will continue to offer remediation as well as identify students who can benefit from the after-school homework program. • We have been able to hire tutors to support these students and would like to prioritize that if budget permits.
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 77.1% in 2019 to 80.0% in 2022.	<ul style="list-style-type: none"> • Promote active engagement of students in new vocabulary, using new words in discussion and conversation • The hiring of a tutor proved effective as students had an opportunity to receive enrichment through their writing while others received additional support. • Providing them with a variety of writing genres. • Continuing to receive support from the consultants.
The success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading component of the June MEES examinations	To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading component of the June MEES examinations above 90% range through 2022.	<ul style="list-style-type: none"> • Beginning remedial work from Kindergarten and grade 1 in French to support students with difficulties. • Offer extra-curricular activities in French, outside the class. • Collaboration among other classes and cross-curricular competencies as well as teachers from the CSDM. • Equip parents with tools to help their child in the language and providing this information through a workshop.
the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Writing component of the	To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Writing component of the	<ul style="list-style-type: none"> • Beginning remedial work from Kindergarten and grade 1 in French to support students with difficulties. • Offer extra-curricular activities in French, outside the class. • Collaboration among other classes and cross-curricular competencies as well as teachers from the CSDM.

June Board uniform examinations	June Board uniform examinations above the 95% range through 2022.	<ul style="list-style-type: none"> • Continue to attend workshops offered by the school board to learn about new tools to support the students. • Continue to meet with the French consultants. • Equip parents with tools to help their child in the language and providing this information through a workshop.
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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 24% in 2019 to 22% 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 65% in 2017 to 68% 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 18% in 2017 to 10% 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 elementary students who report victimization resulting from bullying on the OURSCHOOL Survey from a baseline of 16% in 2019 to 14% by 2022.	<ul style="list-style-type: none"> • Establishing clear definitions of bullying. • Provide school wide assemblies and a school-wide plan to reporting, addressing and following up with a claim would be beneficial. • The introduction of the new an anti-bullying form with a protocol to follow could provide additional security to the students. • Hire external organizations such a LOVE to work with the students. • The use of Pacific Pathways will be helpful. • Strategies for relationship building between students and staff, starting at the kindergarten level, all the way to grade 11. This is encouraged to address anxiety issues students face today.
The rate of elementary students who report feeling safe attending	To increase the rate of elementary students who	<ul style="list-style-type: none"> • Provide school wide assemblies and a school-wide plan to reporting, addressing and following up with a claim would be beneficial.

<p>school on the OURSCHOOL Survey</p>	<p>report feeling safe attending school on the OURSCHOOL Survey from a baseline of 75% in 2017 to 77% by 2022.</p>	<ul style="list-style-type: none"> • The introduction of the new an anti-bullying form with a protocol to follow could provide additional security to the students. • Hire external organizations such a LOVE to work with the students. • The use of Pacific Pathways will be helpful. • Strategies for relationship building between students and staff, starting at the kindergarten level, all the way to grade 11. This is encouraged to address anxiety issues students face today.
<p>The rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey</p>	<p>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.</p>	<ul style="list-style-type: none"> • Provide school wide assemblies and a school-wide plan to reporting, addressing and following up with a claim would be beneficial. • The introduction of the new an anti-bullying form with a protocol to follow could provide additional security to the students. • Hire external organizations such a LOVE to work with the students. • The use of Pacific Pathways will be helpful. • Strategies for relationship building between students and staff, starting at the kindergarten level, all the way to grade 11. This is encouraged to address anxiety issues students face today.