Commission scolaire English-Montréal

English Montreal School Board

EDUCATIONAL PROJECT

Gerald McShane

2019-2022

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The Educational Project

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

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

The Legal Framework

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

A school shall pursue its mission within the framework of an educational project."

The law describes:

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

Groups that Collaborated in the Development of the Project

- The governing board
- The school team, composed of a few staff members, led by the principal

Groups Consulted in the Development of the Project

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

School Profile

Gerald McShane school is situated at 6111 Maurice Duplessis in the borough of Montreal North. It is a multi-ethnic community with pockets of poverty. The school is classified as an inner-city school and receives finding from A Montreal School for All and ICOR for intervention programs. We have a diverse population comprised of various cultures. About 60% of our students are bussed.

Our school is currently comprised of approximately 250 students from Pre-Kindergarten to Cycle 3 (Grade 6). During the past years, our population has been on a steady incline. In addition to our French Immersion program, we are the only English elementary school to offer a Sports Concentration program for aspiring athletes. We also place a strong emphasis on the Arts through our Music program and our Honour Band.

Gerald McShane is also in its tenth year as a Community Learning Centre (CLC). Through the CLC, we are able partner with outside agencies to offer educational, health, and social services to our families and community at large. We are also partnered with the Breakfast Clubs of Canada and are able to provide our students with a varied breakfast every morning.

Our Mission

At Gerald McShane School, we are committed to making learning an enriching experience. The staff at GMS is dedicated to fostering academic excellence through the development of the whole student; intellectually, physically, socially, and ready for the digital world. We also emphasize the importance of friendship; we instill in our students a sense of belonging and provide them with a positive learning environment to motivate them to attain their own personal success.

Our Values

At Gerald McShane school, we value:
- Respect
- Friendship
- Responsibility

- Kindness
- Cooperation

The Consultation

The consultation process with the parent community as well as the staff was via online survey.

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*.

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

Year	Gerald McShane Success Rate of EOC3 Mathematical Reasoning (C2)	EMSB Success Rate on EOC3 Mathematical Reasoning (C2)
2015	28.6	63.8
2016	23	64.4
2017	46.2	74.3
2018	42.4	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 has steadily increased from **28.6%** in 2015 to **42.4%** in 2018. Although this demonstrates a significant improvement within the school, we still remain behind the EMSB success rate. In the years to come, we will monitor the results and will put in additional strategies to continue to increase our success rate.

In establishing our baselines, we chose to take an average of the last four years. The baseline for the last four years is **35%**.

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 of 35% in 2019 to 55% 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: Gerald McShane and EMSB Success Rates in End-of-Cycle 3 English Language Arts Reading Component of the June MEES Examination (%)

	2016-2017	Gap	2017-2018	Gap
Gerald McShane (Boys)	91.7		85.7	
Gerald McShane (Girls)	92.9	1.2	96.2	10.5
EMSB (Boys)	83.4		83.5	
EMSB (Girls)	93.7	10.3	94.8	11.3

EMSB Local Data, 2018

Table 2 shows that our success rate of the English Language Arts EOC 3 June MEES Examination Reading Component is consistently above that of the success rate of the EMSB. In addition, the school's gap is currently lower than that of the school board, particularly with girls. As a school, we will continue to put in place strategies to increase the success rate of boys while maintaining the success rate of girls.

Because there is only two years of data available, the possibility exists that either result could be an anomaly. As such, the baseline will be calculated using an average of the two. Further data will allow us to gain a better grasp of the situation.

School 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% in 2019 to 3% by 2022.

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

	2016-2017	Gap	2017-2018	Gap
Gerald McShane (Boys)	83.3		85.7	
Gerald McShane (Girls)	100.0	16.7	96.2	10.5
EMSB Immersion (Boys)	96.7		93.0	
EMSB Immersion (Girls)	98.6	1.9	99.1	6.1

EMSB Local Data, 2018

Table 3 shows that the gap in the success rate of the French Second Language End-of-Cycle 3 Board-wide Examination Writing Component decreased from **16.7%** in 2016-2017 to **10.5%** in 2017-2018. The gap at the school level is higher than that of the Board. While the school's gap is lower than that of the Board, we will continue to put in place strategies to reduce the gap between the boys and the girls.

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

School Objective 2.1:   To decrease the gap between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination from a baseline 13% in 2019 to 8% 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: GERALD MCSHANE Success Rates in End-of-Cycle 3
English Language Arts MEES Examination (%)

Year	Reading Component		Writing Component	
	GERALD MCSHANE	EMSB	GERALD MCSHANE	EMSB
2015-2016	92.3	92.4	96.2	97.5
2016-2017	92.3	88.5	96.2	94.5
2017-2018	93.9	89.1	93.9	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 Gerald McShane slightly increased from **92.3%** in 2016 to **93.9%** to 2018. The school's results were higher than what occurred at the Board level. While the Board's success rate in the Writing Component remained relatively stable at about **95%**, the school's success rate decreased from **96.2%** in 2016 to **93.9%** in 2018. The school will maintain the success rate above **90%** for the Reading Component and maintain the success rate above **90%** for the Writing Component.

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

Year	Reading Component		Writing Component	
	GERALD MCSHANE	EMSB	GERALD MCSHANE	EMSB
2016-2017	70.8	71.2	75.2	74.2
2017-2018	69.2	72.8	68.2	73.8

Source: EMSB Local Data 2018

As a result of the very high success rate in Reading, the school has undertaken to improve the proficiency level of students. Table 5 shows the average mark on the Reading and Writing Component. The results of the school mirrors the results of the Board. To calculate the baseline, an average of the last two years will be used.

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 70% in 2019 to 75.0% in 2022.

French Second Language (Immersion Program)

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

Year	Reading Component		Writing Component	
	GERALD MCSHANE	EMSB Immersion	GERALD MCSHANE	EMSB Immersion
2014-2015	73.2	80.2	95.1	91.0
2015-2016	84.6	96.1	96.2	98.4
2016-2017	88.5	92.6	92.3	97.5
2017-2018	93.9	93.1	93.9	94.9

Source: EMSB Local Data 2018

Table 6 shows that the success rate on the Reading Component of the End-of-Cycle French Second Language Board-wide Uniform Examination increased from **73.2%** in 2015 to **84.6%** in 2016, being slightly lower then progressively increasing to mirror the results of the Board. In the Writing Component, the results increased from **95.1%** in 2015 to **96.2%** in 2016, mirroring the results of the Board. The significant increase in 2016-2017 in the Reading Component is a result of the exam format changing to include audio and visual texts in addition to written texts.

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

Objective 4.3: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (immersion) Reading Component of the June MEES examinations above 90% range through 2022.

Objective 4.4: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (immersion) Writing Component of the June Board uniform examinations above the 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

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	GERALD McShane Bullying*	EMSB Bullying	GERALD McShane School Safety**	EMSB School Safety	GERALD McShane Anxiety***	EMSB Anxiety
2015-2016	35	24	75	67	23	18
2016-2017	28	24	62	65	15	18
2017-2018	28	23	61	65	18	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 24%, the perception of bullying at our school is higher than that of the board, but is progressively decreasing to mirror the Board results.

Table 7 also shows that the perception of school safety is relatively stable at the Board at about 6%. The perception of school safety is lower at our school, but of concern is the fact that it appears to be on the decline.

Table 7 shows that while the anxiety level of students in stable at 18% at the Board level, the anxiety level of our school mirrors that of the Board.

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 30% in 2016 to 27% 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 66% in 2016 to 68% 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 2016 to 16% 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.

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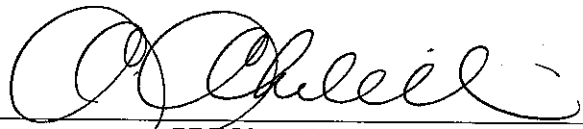(indicator: needs analysis)

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

GERALD MCSHANE   EDUCATIONAL PROJECT 2019-2022
(Gerald McShane)

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 *Laura Fortin* AND RESOLVED THAT the Educational Project of 2019-2022 be adopted by the Governing Board.

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

IT WAS FURTHER MOVED BY *Caterina Vella* 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.

_____ / 15 APR 19.
Signature, Governing Board Chairperson / Date

_____ , April 15, 2019.
Signature, Principal / Date

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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 35% in 2017 to 55% 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 35% in 2017 to 55% by 2022.	• Teachers will place extra emphasis on identified areas of concern, identified from item analysis data (e.g. fractions and volume) • We will invite our math consultant for a one day workshop on new strategies for teaching fractions • 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 • 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 • Monthly review sessions for each cycle on topics covered in class

Equity:

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% in 2019 to 3% 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 from a baseline of 13% in 2019 to 8% by 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 13% in 2019 to 8% by 2022.	• To continue exposing students to different forms of text through a variety of mediums • To continue using a variety of topics to address various interests • Consistently benchmarking students at least twice a year
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 from a baseline of 13% in 2019 to 8% by 2022.	• To produce different forms of writing through a variety of mediums • To continue using a variety of topics to address various interests • Consistently benchmarking students at least twice a year

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 70% in 2019 to 75% in 2022.

    Objective 4.3: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (immersion) Reading Component of the June MEES examinations above 90% range through 2022.

    Objective 4.4: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (immersion) Writing Component of the June Board uniform examinations above the 90% 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 90% through 2022.	• To continue exposing students to different forms of text through a variety of mediums • To continue using a variety of topics to address various interests • Consistently benchmarking students at least twice a year

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.	- To produce different forms of writing through a variety of mediums - To continue using a variety of topics to address various interests - Consistently benchmarking students at least twice a year - Use graphic organizers to break down thoughts and ideas - Brainstorming, sharing and organizing ideas - Teaching the skills to properly structure and edit their own pieces of writing through modeling and exemplars - Emphasize the importance of structures and features
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 70% in 2019 to 75% in 2022.	- 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 - Expose students to a variety of text in order to help them critically examine its components and make appropriate connections - Regularly expressing their comprehension through text - Ask literal and inferential questions that require students to use prior knowledge to demonstrate their comprehension of a text
The success rate of students on the End-of-Cycle 3 French Second Language (immersion) Reading component of the June MEES examinations	To maintain the success rate of students on the End-of-Cycle 3 **French** Second Language (immersion) Reading component of the June MEES examinations above 90% range through 2022.	- To continue exposing students to different forms of text through a variety of mediums - To continue using a variety of topics to address various interests - Consistently benchmarking students at least twice a year
the success rate of students on the End-of-Cycle 3 French Second Language (immersion) Writing component of the June Board uniform examinations	To maintain the success rate of students on the End-of-Cycle 3 **French** Second Language (immersion) Writing component of the June Board uniform	- To produce different forms of writing through a variety of mediums - To continue using a variety of topics to address various interests - Consistently benchmarking students at least twice a year - Continuous exposure to new vocabulary with emphasis on grammar rules

	examinations above the 90% range through 2022.	

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 30% in 2016 to 27% 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 66% in 2016 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 2016 to 16% 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 30% in 2016 to 27% by 2022.	• School wide campaign focusing on the essence of character development through a set of virtues • Paradigm shift by focusing on positive vocabulary • Clearly defining what is bullying
The rate of elementary students who report feeling safe attending	To increase the rate of elementary students who	• Create a more structured environment during lunch time in consultation with daycare

school on the OURSCHOOL Survey	report feeling safe attending school on the OURSCHOOL Survey from a baseline of 66% in 2016 to 68% by 2022.	• Encourage students to immediately express any concerns and/or issues in order for them to be addressed in a timely manner
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 18% in 2016 to 16% by 2022.	• Mindfulness workshop to teach techniques to help self-regulate • Teaching students to recognize and express their feelings in a safe environment by using "I" statements