



Commission scolaire English-Montréal  
English Montreal School Board



**EDUCATIONAL PROJECT**  
**Leonardo da Vinci Academy**  
**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
- Staff Council, 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
- Students
- All staff, including, teachers, professionals, support staff and daycare personnel

## **School Profile**

Our school is in an area of the city that has the characteristics of a middle class area. Most of our school population comes from this area. The radius from any given point from the school is 1.2 km.

Leonardo da Vinci School was built in 1981 under the former C.E.C.M. In the early 1990s, the school program changed from Core English to Bilingual. In 1998, the English sector of the C.E.C.M. merged with three other English school boards to form the English Montreal School Board. Today, L.D.V.A. is part of the E.M.S.B. still offering the bilingual program. As of July 6, 2009, our school was granted the status of an academy. As of then, an enriched music program as well as an enriched math program were developed. Students have 90 minutes of music per week. Furthermore, as of grade 4, students select and master a wind, brass or percussion instrument.

As of 2017, the school has invested in a robotics and technology program. Students compete in robotics tournaments, code and develop video games. The school has a technology teacher from kindergarten to grade 6.

As of 2018, our school became a Force 4 Physically Active School, whereas students receive a minimum of 60 minutes per day of physical activity incorporated into the curriculum. In addition, since 2016, our school has led an entrepreneurship initiative in cycles 2 and 3; promoting charity fundraising and business skills.

As of 2019, the school will have a science specialist as well, in order to enhance our status as an academy and promote STEAM initiatives.

Our school is currently composed of 420 students from kindergarten to grade 6. We also have a private pre-kindergarten group of 18 students. Roughly 95% of our population is of Italian decent. The remaining 5% reflect the Montreal multi-cultural English community.

While most of the students are children of second or third generation immigrants, most of their families have retained strong ties with their ethnic roots. The majority of our students are exposed to three languages (English, French, and Italian.) We provide a bilingual program as an inclusive school environment. We offer an optional 60 minutes of Italian Heritage Program during lunch time once a week per from grades 1 through 6..

Approximately 60% of our students attend our BASE Daycare. The daycare supports the development of social skills such as respect, co-operation, and openness to others. Homework is supervised by the educators every afternoon. After the homework period, all groups are involved in educational activities and recreational projects that contribute to the children's overall development. On pedagogical days there are either planned activities for the children in the building or planned outings. As of the 2019-20 school year, the school will be offering monthly math review sessions as of grade 4 and literacy sessions as of grade 6.

## PROGRAMS AVAILABLE IN OUR SCHOOL

- Private pre-kindergarten (full day for 4 year old children)
- Bilingual Program ( 1 day English, 1 Day French)
- Enriched math and technology program
- Mobile IPAD lab
- Mobile laptop lab
- Wind and Brass Instrument for students starting in cycle 2
- Robotics Program
- BASE Daycare after school programs and homework support
- Extracurricular after school programs and tutoring
- Monthly math and literacy review tutoring sessions
- Student Council
- K-6 Buddy Program
- Unité Sans Violence Leadership Program
- Phonics Program
- Force 4 Physically Active Program

## SPECIAL EVENTS/ACTIVITIES

- After-school extra-curricular activities such as karate/kickboxing, futsal, boot camp, arts and crafts and ball hockey, basketball
- Family-oriented activities (Family Movie Night and Family Corn Roast)
- Athletic activities (Terry Fox, Jump Rope for Heart, GMAA, Winter Camp, etc...)
- Arts and Music festivals
- Robotics Competitions
- Intramural sports
- Regular cultural field trips from kindergarten through grade 6.
- Welcoming Day and Fun Day festivities
- Anti-bullying Campaign
- Nutrition Month activities
- Charity Fundraising Events
- Concerts and Talent shows
- Entrepreneurship Projects
- Holiday-themed activities ( Breakfast with Santa, Halloween Day and Carnival Day)

## Our Mission

The mission of Leonardo da Vinci Academy is to provide students with diverse education in a supportive, caring, and inclusive environment that fosters self-esteem, life-long learning, and personal fulfillment.

Leonardo da Vinci Academy's mission is to enhance learning through the use of technology, science and music. It will facilitate our students' integration into society and prepare them to become responsible citizens.

We recognize that every student is unique and has different learning styles and needs. As a result, over the next few years, we will strive to provide support, encouragement and positive reinforcement in order to help them achieve success. The ultimate goal at LDVA is to create a positive and safe environment where students are motivated and happy, and are prepared to deal with an ever-changing world.

## **Our Values**

Leonardo da Vinci Academy values the “whole” child. We want to help develop leaders who are not only “book-smart”, but who are empathetic and caring leaders. We value taking care of the whole child: body, mind and soul.

## **The Consultation**

The school sent out a public consultation for all parents in the community to attend a meeting held on January 23<sup>rd</sup>, 2019. A notice was sent in the monthly bulletin newsletter, by email and reminders were posted on social media and our school Remind App. Despite all these efforts, it was only the members of governing board who attended this consultation. Some excellent suggestions were made and are being retained as we move forward towards the next school year.

On January 24<sup>th</sup>, 2019, an anonymous online survey was sent to all staff members for consultation. They had 2 weeks to respond using Google Forms. Half of the total amount of staff members (teaching and non-teaching) responded to the survey. They responded honestly, and expressed the areas they felt were working well and the areas they felt could be improved.

Finally, on March 15<sup>th</sup>, 2019, a meeting was held with all teaching staff and administration to review and discuss the recommendations made at both consultations and to have an open forum to express their opinions.

## **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	Leonardo da Vinci Academy Success Rate of EOC3 Mathematical Reasoning (C2)	EMSB Success Rate on EOC3 Mathematical Reasoning (C2)
2015	72.5	63.8
2016	54.8	64.4
2017	77.4	74.3
2018	79.1	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 72.5% in 2015 to 79.1% in 2018 with an exception in 2016. The results mirror those of the Board from 2015 to 2017 in that there has been a gradual increase in the success rate, whereas in 2018, the school outperformed the Board by 8.7%. In the years to come, we will monitor the results to ensure that our success rates continue to rise.

In establishing our baselines, we chose to take an average of the last four years. The baseline for the last four years is 71%.

**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 71% in 2019 to 77% 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: Leonardo da Vinci Academy 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
Leonardo da Vinci Academy (Boys)	73.9	8.5	79.6	.1
Leonardo da Vinci Academy (Girls)	82.4		79.5	
EMSB (Boys)	79.8	11.8	79.5	12.9
EMSB (Girls)	91.6		92.4	

*EMSB Local Data, 2018*

Table 2 shows that the gap in the success rate of the English Language Arts EOC 3 June MEES Examination Reading Component decreased from **8.5%** in 2016-2017 to **0.1%** in 2017-2018. The Board's gap increased from **11.8%** in 2016-2017 to **12.9%** in 2017-2018. The school's gap is currently much lower than that of the school board. As a school, we will continue to put in place strategies to increase the success rate of both boys and 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 5% in 2019 to 2% by 2022.**

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

	2016-2017	Gap	2017-2018	Gap
Leonardo da Vinci Academy (Boys)	82.2	9.2	82.5	2.6
Leonardo da Vinci Academy (Girls)	91.4		85.1	
EMSB Bilingual (Boys)	93.9	3.4	85.1	9.0
EMSB Bilingual (Girls)	97.3		94.1	

*EMSB Local Data, 2018*

Table 3 shows that the gap in the success rate of the French Second Language End-of-Cycle 3 Board-wide Examination Writing Component decreased from 9.2% in 2016-2017 to 2.6% in 2017-2018. The gap at the school level is the opposite of that of the Board. While the school’s gap in 2017-2018 is much 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 which is 5.9%

**School Objective 2.1: To reduce the gap between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination at 1% 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: Leonardo da Vinci Academy Success Rates in End-of-Cycle 3 English Language Arts MEES Examination (%)**

Year	Reading Component		Writing Component	
	Leonardo da Vinci Academy	EMS B	Leonardo da Vinci Academy	EMS B
2015-2016	100	92.4	98.8	97.5
2016-2017	100	88.5	100.0	94.5
2017-2018	100	89.1	98.8	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 **Leonardo da Vinci Academy** remained stable at 100% from 2016 to 2018. The school's results are better than those of the School Board level. While the Board's success rate in the Writing Component remained relatively stable at about 94%, the school's success rate increased from 98.8% in 2016 to 100% in 2017 and then went back to 98.8% in 2018. The school will maintain the success rate of 100% for the Reading Component and maintain the success rate above 99.2% for the Writing Component.

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

Year	Reading Component		Writing Component	
	Leonardo da Vinci Academy	EMS B	Leonardo da Vinci Academy	EMS B
2016-2017	78.7	71.2	78.9	74.2
2017-2018	79.5	72.8	74.2	73.8

Source: EMSB Local Data 2018

As a result of the 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 in the sense that we increased in the reading component but slightly decreased in the writing component. 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 79.1% 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 76.6% 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 79.1% in 2019 to 82% in 2022.**

## French Second Language (Bilingual Program)

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

Year	Reading Component		Writing Component	
	Leonardo da Vinci Academy	EMSB Bilingual	Leonardo da Vinci Academy	EMSB Bilingual
2014-2015	72.0	73.9	78.5	88.2
2015-2016	75.2	81.0	84.6	97.7
2016-2017	98.4	90.6	98.4	97.3
2017-2018	91.9	90.8	96.5	93.8

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 72.0% in 2015 to 75.2% in 2016, mirroring the results of the Board. In the Writing Component, the results increased from 78.5% in 2015 to 84.6% in 2016, also 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 (bilingual) Reading Component of the June MEES examinations above 95.2% 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 97.5% range through 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	Leonardo da Vinci Academy Bullying*	EMS B Bullying	Leonardo da Vinci Academy School Safety**	EMS B School Safety	Leonardo da Vinci Academy Anxiety***	EMS B Anxiety
2015-2016	<b>30</b>	24	<b>65</b>	67	<b>22</b>	18
2016-2017	<b>23</b>	24	<b>66</b>	65	<b>17</b>	18
2017-2018	<b>23</b>	23	<b>67</b>	65	<b>14</b>	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 **23.5%**, the perception of bullying at our school has diminished since 2016 and remained similar to that of the board.

Table 7 also shows that the perception of school safety is relatively stable at the Board at about **66%**. The perception of school safety is on the rise at our 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 lower than that of the board, but we are monitoring this closely.

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 **25.3%** in 2019 to **22%** 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 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 2017 to **14%** 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 that have implemented in 2017-2019:**

School Objective 5: To maintain or increase 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.

# Signatory Parties

**ON BEHALF OF THE SCHOOL**

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GOVERNING BOARD CHAIRPERSON

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PRINCIPAL

**ON BEHALF OF THE SCHOOL BOARD**

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DIRECTOR GENERAL

## GOVERNING BOARD RESOLUTION

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Leonardo da Vinci Academy

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 **Tony Speranza and seconded by Dina Paparelli** AND RESOLVED THAT the Educational Project of 2019-2022 be adopted by the Governing Board.

IT WAS FURTHER MOVED BY **Tony Speranza and seconded by Dina Paparelli** AND RESOLVED THAT a copy of the Educational Project be sent to the School Board for its adoption.

IT WAS FURTHER MOVED BY **Tony Speranza and seconded by Dina Paparelli** 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.

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Signature, Governing Board Chairperson / April 1<sup>st</sup>, 2019

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Signature, Principal /April 1<sup>st</sup>, 2019

## Appendix 1 Strategies for Implementation of School Objectives

<b>Graduation and qualification:</b>		
<b>Objective 1: To increase the success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination from a baseline of 71% in 2017 to 77% by 2022.</b>		
<b>Indicator</b>	<b>Target</b>	<b>Strategies</b>
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 <b>71% in 2017 to 77% by 2022.</b>	<ul style="list-style-type: none"> <li>• Teachers will place extra emphasis on identified areas of concern, identified from item analysis data (e.g. fractions and volume).</li> <li>• Continue incorporating the use of manipulatives in our instruction.</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.</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 mathematical concepts and instruction through the school board's numeracy initiative.</li> <li>• Offer monthly math review sessions after school in grades 4-5-6.</li> <li>• Continue integrating robotics and coding into the technology class.</li> <li>• Reviewing math vocabulary.</li> <li>• Hands-on, active lessons keep students moving, focused and learning their math concepts.</li> <li>• Use of Reflex Math online program to review and solidify knowledge of basic facts as of grade 2.</li> </ul>

**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 8.5% in 2019 to 0.1% by 2022.**

**Objective 2.1: To continue reducing the gap between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination at 1% 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 5% in 2019 to 2% by 2022.	<ul style="list-style-type: none"><li>• Continue using the Benchmark reading assessment tool to assess the level of reading comprehension of students starting in grade 1.</li><li>• Offer phonics program to offer support in reading comprehension.</li><li>• Offer literacy sessions for grade 6 students after school to focus on inferencing and reading comprehension strategies.</li></ul>
The gap in success rates between the boys and girls	To continue decreasing the gap between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination at 1% through 2022.	<ul style="list-style-type: none"><li>• Use “La Liste Orthographique” which includes vocabulary words that students must recognize and be familiar with at every cycle so that they can be successful on the EOC exams.</li><li>• Use of writing centers together with the resource teacher to help focus on areas of need per group.</li><li>• Use of GB+</li><li>• Phonics program for students with difficulties</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 at **100%** 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 **99.2%** 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 **79.1%** in 2019 to **82.0%** 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 **95.2%** 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 **97.5%** 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 <b>82%</b> through 2022.	<ul style="list-style-type: none"> <li>• Integrated class learning centers.</li> <li>• Phonological and reading skills program for students in grades 1-5.</li> <li>• Extra literacy resource support for students in kindergarten and cycle 1.</li> <li>• Integrated RAZ Kids and Reading A to Z in grades K to 3 which is an interactive learning approach that building fluency in reading and decoding in English Language Arts.</li> </ul>

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 <b>76.6%</b> range through 2022.	<ul style="list-style-type: none"> <li>• Use of writing centers together with the resource teacher to help focus on areas of need per group.</li> <li>• Focus on developing different types of writing styles.</li> <li>• Use of Word Q to help students with an IEP.</li> <li>• Use of Google Read and Write program to support students struggling with writing tasks.</li> </ul>
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 <b>79.1%</b> in 2019 to <b>82%</b> in 2022.	<ul style="list-style-type: none"> <li>• The teachers will put extra emphasis on vocabulary and inferencing.</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>
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 <b>82%</b> range through 2022.	<ul style="list-style-type: none"> <li>• Continue using the GB+ reading assessment tool to assess the level of reading comprehension of students starting in grade 1.</li> <li>• Offer phonics and reading program to offer support in reading comprehension.</li> <li>• Send home leveled reading booklets and questions as of grade 1 with students to practice reading comprehension.</li> <li>• Use of interactive websites to enhance phonetic development.</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 <b>86%</b> range through 2022.</p>	<ul style="list-style-type: none"> <li>• Use of writing centers together with the resource teacher to help focus on areas of need per group.</li> <li>• Focus on developing different types of writing styles.</li> <li>• Use of Word Q to help students with an IEP.</li> <li>• Use of Google Read and Write Program to support students struggling with writing tasks.</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 25.3% 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 66% in 2017 to 70% 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 14% 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 OURSCHOOL Survey from a baseline of <b>25.3%</b> in 2019 to <b>22%</b> by 2022.</p>	<ul style="list-style-type: none"> <li>• Anti-bullying Week- with special guests and workshops to sensitize students and make them aware of their choices.</li> <li>• LDVA’s Got Talent Show- to celebrate our unique talents.</li> <li>• K-6 Buddy Program</li> <li>• Unité Sans Violence Program for grade 6- to make sure all students have a voice and play a part in respecting the rules.</li> </ul>

<p>The rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey</p>	<p>To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey from a baseline of <b>66%</b> in 2017 to <b>70%</b> by 2022.</p>	<ul style="list-style-type: none"> <li>• Unité Sans Violence Program with local police department and grade 6 students who circulate the school yard and corridors to make sure students are safe and no conflicts occur.</li> <li>• K-6 Buddy Program- kindergarten students have an older student they can always turn to.</li> <li>• Behaviour technicians touch base regularly with students to make sure they are on track and feeling safe and ready to learn.</li> <li>• Strong relationships with staff members ensure that all students always have someone they can turn to.</li> </ul>
<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 <b>18%</b> in 2017 to <b>14%</b> by 2022.</p>	<ul style="list-style-type: none"> <li>• Collaborating with the school social worker to support students struggling with anxiety.</li> <li>• Use of mandalas to help students deal with anxiety.</li> <li>• Regular check-ins with behaviour techs.</li> <li>• Workshops offered to parents to support students at home.</li> <li>• Increased physical activity offers an outlet for the anxious child to deal and overcome his/her anxiety.</li> <li>• Art therapy offered to students during daycare.</li> <li>• 2 separate recesses and lunches reduces the number of students in the yard at once and has helped reduce levels of anxiety and conflicts.</li> </ul>