



Commission scolaire English-Montréal
English Montreal School Board



EDUCATIONAL PROJECT

WILLINGDON

2019-2022

Table of Contents

1. Goal of the Educational Project.....	2
2. Legal and Regulatory Framework	2
3. Groups that Collaborated in the Development of the Project.....	2
4. Groups Consulted in the Development of the Project.....	3
5. School Profile.....	4
6. Our Mission.....	7
7. Our Values.....	7
8. Alignment to the EMSB’s Commitment-to-Success Plan.....	8
9. Orientations, Objectives, Indicators and Targets of the School and the EMSB.....	9
10. Implementation and Monitoring of the Project.....	18
11. Signatories.....	19
12. Resolution of the Governing Board Adoption of Educational Project.....	20
13. APPENDIX 1: Strategies for Implementation of School Objectives.....	21

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
- Students
- All staff, including, teachers, professionals, support staff and daycare personnel

School Profile

The school is situated in an urban area, located in the Notre-Dame de Grâce/Côte-des-Neiges borough. As the school's territory is large, 6 school buses provide transportation services to our students. Approximately 200 students make use of daycare services throughout the day. Approximately 80% of the children in the school were born in Quebec and 90% use English as the main language spoken at home. The celebration of diversity of the student population is an important ingredient of the programme at the school, both in the academic and cultural aspects of the students' curriculum. Our programmes encourage students to celebrate mutual respect and a strong sense of community. The poverty index for the school is 4, with 10 being the maximum according to the IMSE Index issued by the MEES. This score is not necessarily reflective of the wide cross section of the school population.

Willingdon Elementary School has 552 students from kindergarten to grade six. The school offers a French Immersion program where only French is taught during the first three years of schooling, at the Kindergarten and Cycle I levels; all subjects, with the exception of Ethics and Religious Culture, are taught in French. In Cycle II and III, the students receive instruction in both English and French. The subjects taught in French at the Cycle II and III levels are French second language, sciences humaines, éthique et culture religieuse, éducation physique et santé, musique et arts plastiques. The courses instructed in the English language are English language arts, mathematics and science and technology. The Immersion schedule of the Cycle II and III students alternates whole days for each language; the fifth day is shared with instruction in both French and English.

The school staff is comprised of one principal, one vice-principal, 35 teachers, 5 attendants, one behavior technician, 22 lunch monitors, two secretaries and two and a half caretakers. There is a full-time bilingual resource teacher and an additional part time support for classrooms. In addition to the attendants and special education technicians, the Complementary service team from the Board includes a psychologist, a spiritual and community animator, an occupational therapist 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. Relationships between teachers, parents and students are supportive and collaborative. The members of the governing board are actively involved in working to support school improvement. The Home & School meets regularly and is very involved in school life. Some parents volunteer daily, attend meetings and support school wide events and activities. 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, behavior and academic needs.

Approximately 20% of our student population has an Individualized Educational Plan (IEP) with 33 coded students and 22 waiting to be assessed. Furthermore, 20% of students in the school receive additional support for learning, social or emotional challenges. The staff is proficient in their 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 reach their potential, relieve emotional pressures and anxiety, as well as provide inspiration to fully develop their

self-esteem and well-being. Moreover, students have access to a full-time safe space, to seek support and engage in mediation practices in the event of conflicts. The Dovetail Toolbox™ program for social-emotional development has been implemented at a school-wide level and teachers, as well as staff, have received ongoing training in the program.

Willingdon School prides itself on providing a number of courses in the curriculum that are taught by specialists. Science is a focus in the school. A large science classroom set up like a lab is where the science specialist teaches Cycle II and III students to be inquisitive and discover by experimentation. Robotics and coding in science are taught in the school's computer lab. Instruction includes many neighborhood outings where hands-on learning takes place. Willingdon has honey bee hives on the roof and every aspect of the honey production process is integrated into the science curriculum. Every year, Cycle III students prepare projects for the annual science expositions.

Music education inspires our students to succeed in their lives and it is an integral part of our school. It is taught by a music specialist who is a professional musician and composer. Music is taught to all children in our school. Early musical training has an effect on brain development to produce long-lasting changes in motor abilities and brain structure. Music education facilitates student academic achievement. Music fosters a feeling of community and this supports better study habits and self-esteem. Ultimately, music education develops the creative capacities for lifelong success. Students in the junior grades learn to play many different instruments: such as the metallophones, xylophones, triangles and other percussion instruments. In the senior grades they play the recorder, electric guitar, electric bass, electric piano and drums. Senior students use the music lab to compose music and they have the opportunity to listen to music from different cultures for music appreciation. Students have the opportunity to perform in school concerts: The Holiday concert for the younger grades and the Spring concert for the older students. Students are included in the creation process and may participate in extra-curricular activities like music club, choir and other related activities. Field trips provides our students the opportunity to perform outside our school to support important fundraising efforts for the betterment of humanity and watch concerts from professional musicians.

Willingdon School offers a vibrant physical education and health program taught by several specialists for all levels. Students use the gym, mini-gym, outdoor space and other learning spaces for lessons. The objective of the Physical Education and Health program is to encourage all students and Willingdon families to adopt a healthy and active lifestyle. Students are taught the importance of physical as well as emotional health and safety. Students are introduced to a wide variety of physical activities. The focus is on the development of their own skills and the process it takes to get there, not the end result. Students are encouraged to set a goal, get out of their comfort zone and help each other achieve their individual goal. The corner stones of physical and health education at Willingdon are resilience, hard work, respect and the importance of offering a helping hand.

There is a variety of computer equipment that is available for teaching (smartboards, laptops, tablets, ipads, chromebooks) and staff continue to explore new methods of teaching with these tools. The school has a library supported by a library technician on a part-time basis. The school has an asphalt yard with a play structure. Willingdon School also has a variety of extra-curricular lunchtime activities; student council, athletics council, green committee, music club, choir, Zen lunchroom, garden club, intramural sport activities, lunch buddies, best buddies.

Willingdon School has a private before and after school daycare program located on its premises. The Extended Day Program is available both before, and after school hours and run an extracurricular program; it also offers an on-site pedagogical day programming.

Some services are offered by the local Centres intégrés de santé et de services sociaux (CISSS) including a nurse for one day per week. A social worker is on call for consultations and referrals. The school has a strong partnership with Share the Warmth, a community organization that provides food and snacks for students that are in need. To support students in the development of pro-social behaviours, Collective Community Services (CCS), a community-based free service affiliated with Centraide, offers in class and lunchtime social groups.

The OurSCHOOL Survey is administered once a year to grades 4, 5 and 6 students. It provides feedback to administration about student perceptions of their daily lives. While many students reported feeling safe at school and report a strong sense of belonging to the Willingdon community, there still exist perceptions of victimization and thus we continue building awareness and setting up structures to help identify and prevent bullying.

Willingdon is a WE school that promotes global empathy and encourages students to take part in global action on social and environmental issues. We also support a foster child through Plan Canada.

The school holds regular activities for the families of students: a welcome back corn roast, a Holiday pancake breakfast, an end-of-year Fun Fair and graduation ceremonies just to name a few. Establishing contact with the local high schools has proven to be very valuable in assisting students with the transition to grade 7. The school offers a specialized *Transition to High School Program* offered by Bartemaues, comprising of 8 sessions in addition to a parent workshop. The Cycle 3 students visit a high school science fair and receive visits from various high schools in the community.

Willingdon students love playing sports. There are intramural and intermural sporting events offered by the physical education teachers. Many of our Cycle 3 students participate in team sports with the GMAA. The school has a wide variety of free clubs and activities at lunchtime. Approximately half of our students attend these events.

Willingdon'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) for the Immersion Program increased from 84.2% in 2015 to 90.8% in 2018.
- Student results on the End of Cycle 3 June French Reading Component for the Immersion program increased from 63.2% in 2015 to 90.8% in 2018. In the Writing Component, results have increased from 84.2% in 2015 to 92.3% in 2018 for the Immersion students.
- Students' results on the End of Cycle 3 June English Language Arts Reading Component for the Immersion Program increased from 91.2% in 2015 to 98.5% in 2018. In the Writing Component, results have increased from 94.7% in 2015 to 100% in 2018 for the Immersion students.
- The results of the **OurSCHOOL** (formerly known as **Tell Them From Me**) surveys of student attitudes in relation to victimization resulting from moderate to severe bullying have increased by 3%, from 21% to 24% in the last 4 years. We have also 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

Willingdon School promotes the intellectual, social, emotional, physical and moral development of its students in a safe learning environment, to enable them to become responsible, agentic members of society. At Willingdon, we strive to foster academic excellence and a love of learning, stimulate intellectual curiosity, creativity and critical thinking, respond to innovation and enhance the partnership between parents and educators. At Willingdon School, the students, teachers, parents and staff come together as educational partners to initiate and to build upon the learning process of all students. We strive to respect fundamental human rights and freedoms such as freedom of religion and expressions of religion of students, parents and staff.

Our Values

- Collaboration
 - The successful education of our students depends upon the partnership of home, school and the students themselves, with all members working in a collaborative manner and fulfilling their respective responsibilities.
 - Engaging our students in meaningful learning situations using critical thinking and collaborative approaches to solve problems.
- Citizenship
 - To maintain a harmonious school culture, we promote respect for self, for others and for the school environment. We foster the celebration of diversity, inclusion, empathy, local and global awareness and giving back.
 - To cultivate healthy interpersonal relationships by providing an environment rich in social interactions and opportunities for self-reflection.
 - To promote environmental awareness, we engage our students in a diversity of sustainability practices.
 - To encourage students to use their voice for positive change and advocate for those who are silenced.
- Development of Well-rounded Students
 - Our goal is to guide all students in achieving their full potential as responsible and contributing members of society. We support their intellectual, physical, social and emotional development.
 - We support multiple intelligences across the curriculum and value the creative contributions of all students
 - To teach a growth mindset where students are encouraged to take responsibility for their actions and reframe their mistakes as learning opportunities.

- To foster pride and proficiency in their abilities to express themselves in both French and English and to wholeheartedly embrace both cultures.
- Promotion of a Healthy and Active Lifestyle
 - To encourage our students to adopt a healthy lifestyle, we provide information and guidance to help students make well-informed, healthy choices regarding nutrition, mental health and physical activity. We believe in creating a culture of mindfulness, empowering them to build their self-confidence, self-esteem, resilience and self-regulation skills.

The Consultation

In order to determine the objectives for the Educational Project, Willingdon Elementary School held three consultations for its community. The first was a consultation with Grade 6 students to gain feedback from them. The second consultation was held with all staff members. Lastly, the Governing Board members and members of the parent community at large were consulted. The following paragraph provides a brief summary of the consultation process.

Students in grade 6 working in small groups were surveyed to identify the school's strengths, weaknesses and areas of improvement. Results were compiled and shared with stakeholders to prioritize objectives for improvement. The school staff was also surveyed and met to discuss common themes and priorities, as well as to provide solutions aimed at meeting the challenges identified by stakeholders. Lastly, a meeting was held with the Governing Board, including members of the parent community, to identify the needs of the students, the challenges tied to their success and the expectations of the community. In reviewing the objectives set by the school board in their Commitment-to-Success-Plan, stakeholders contributed their thoughts and ideas in relation to the prescribed objectives.

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	Willingdon Success Rate of EOC3 Mathematical Reasoning (C2)	EMSB Success Rate on EOC3 Mathematical Reasoning (C2)
2015	84.2	64.0
2016	73.6	65.2
2017	76.3	74.3
2018	90.8	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 increased overall from 84.2% in 2015 to 90.8% in 2018. The results of the school outperformed the Board by 20.4% in 2018. The spike in the success rate in 2018 may be correlated to an additional 100% resource teacher assigned to the cycle; this result may have been an anomaly, as such we will monitor the results.

In establishing our baselines, we chose to use the results from 2015 to 2017 because of the possibility of the last year's results being anomalous. The baseline for the last four years is 78.0%.

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 78.0% in 2019 to 85.0% 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: Willingdon 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
Willingdon (Boys)	80.6	11.9	100	-3.4
Willingdon (Girls)	92.5		96.6	
EMSB (Boys)	83.4	10.3	83.5	11.3
EMSB (Girls)	93.7		94.8	

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 **11.9%** in 2016-2017 to **-3.4%** in 2017-2018, which means that our boy population outperformed the girls in 2018. This can be attributed to the Universal Design for Learning piloted by some cycle 3 teachers in their classroom. As a school, we will continue to put in place strategies to increase the success rate of boys while maintaining or increasing 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 maintain a parity of 2-3% between boys and girls success rates in the End-of-Cycle 3 English Language Arts Reading Component through 2022.

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

FRI610 (immersion)	2016-2017	Gap	2017-2018	Gap
Willingdon (Boys)	86.1	11.4	86.5	13.5
Willingdon (Girls)	97.5		100	
EMSB Bilingual (Boys)	96.7	1.9	99.1	6.1
EMSB Bilingual (Girls)	98.6		93	

EMSB Local Data, 2018

Table 3 shows that the gap in the success rate of the French Second Language End-of-Cycle 3 Board-wide Examination Writing Component increased from 1.9% in 2016-2017 to 6.1% in 2017-2018. The gap at the school level is significantly higher than that of the Board. We will outline strategies to reduce the gap between the boys and the girls in Appendix 1.

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

School Objective 2.1: To decrease the existing gap between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination from 12.5% in 2019 to 10% in 2022.

Orientation: Mastery of Languages

EMSB OBJECTIVE

Language Proficiency

English Language Arts

Objective 4.1: 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 4.2: 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: WILLINGDON Success Rates in End-of-Cycle 3
English Language Arts MEES Examination (%)**

Year	Reading Component		Writing Component	
	Willingdon	EMSB	Willingdon	EMSB
2015-2016	91.5	92.4	98.3	97.5
2016-2017	86.8	88.5	96.1	94.5
2017-2018	98.5	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 Willingdon increased from 91.5% in 2016 to 98.5% to 2018. The school's results mirror what occurred at the Board level; however, our school surpassed the board's results in 2018. Both the Board's and the school's success rate in the Writing Component remained relatively stable at about 95%. The school will maintain the success rate above 90% for the Reading Component and maintain the success rate above 95% for the Writing Component.

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

Year	Reading Component		Writing Component	
	Willingdon	EMSB	Willingdon	EMSB
2016-2017	72.6	71.2	77.4	74.2
2017-2018	76.3	72.9	77.1	73.8

Source: EMSB Local Data 2018

As a result of the very high success rate in the Reading component, the school has chosen to focus on improving the proficiency level of students. Table 5 shows the average mark on the Reading and Writing Component. The results of the school mirror the results of the Board. In 2018, there was a significant increase in the average mark of the Reading component, from 72.6% in 2017 to 76.3%. To calculate the baseline, an average of the last two years will be used.

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

Objective 4.1a: To increase the average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations from a baseline of 74.5% in 2019 to 78.0% in 2022.

Objective 4.2: To maintain the success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations above 95% range through 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 77.2% in 2019 to 80.0% in 2022.

French Second Language (Immersion Program)

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

Year	Reading Component		Writing Component	
	Willingdon	EMS Immersion	Willingdon	EMS Immersion
2014-2015	63.2	84.7	84.2	92.5
2015-2016	87.7	88.2	96.5	98.9
2016-2017	96.1	94.5	92.1	97.6
2017-2018	90.8	95.1	92.3	96

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 63.2% in 2015 to 90.8% in 2018, showing a significant improvement. A further analysis of previous years achievements suggests that the anomaly is 63.2%. As of 2016, with the new evaluation format, the success rate has surpassed 90%. In the Writing Component, the results increased from 84.2% in 2015 to 92.3% in 2018.

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 the 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	Willingdon Bullying*	EMSB Bullying	Willingdon School Safety**	EMSB School Safety	Willingdon Anxiety***	EMSB Anxiety
2015-2016	19	24	72	67	18	18
2016-2017	19	24	68	65	15	18
2017-2018	24	23	56	65	20	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 the same as that of the board, but of concern is the fact that it appears to be on the rise.

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 lower at our school. We also visited several classes to ask children about some of their responses and most of them said they didn’t feel safe because of lockdown and fire drills. Upon examination, we noticed that the survey took place during the same month we had a lockdown drill. When administration visited the classrooms to discuss the results of the survey, children reported that they felt safe and that they didn’t feel that bullying was an issue at the 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 within the same range. 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 21% in 2019 to 19% by 2022.

School Objective 5.1: To increase the rate of elementary students who report feeling safe attending school on the OurSCHOOL Survey from a baseline of 65% in 2019 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 2019 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 behaviour.

School Objective 5: To implement the MEES initiative of 60 minutes of physical activity per day for all students for the 2019-2020 school year.

Implementation and Monitoring of the Project

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

Appendix 1 Strategies for Implementation of School Objectives

Graduation and qualification:		
Objective 1: 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 81.2% in 2019 to 85% 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 81.2% in 2019 to 85% by 2022.	<ul style="list-style-type: none"> • In mathematical reasoning, teachers will put extra emphasis on identified areas of concern: mental computation, composing and decomposing of numbers, using a number line with decimals, sequence of operations, time, net of solids, and volume. • The Willingdon teachers alongside the administration are studying the acceleration model which has shown promising results in other EMSB schools. • Students struggling in math will be provided with in-school tutors for exam preparation. • Improve teachers' knowledge of mathematics concepts and instruction through the school board numeracy initiative. • In order to prepare cycle 3 students for final exams, we will provide cycle 2 students with Reflex Math accounts.

		<ul style="list-style-type: none"> The math consultant will be invited to meet with the cycle 2 and cycle 3 teachers to work on math curriculum mapping and creating continuity between cycle 2 and 3 teachers.
<p>Equity:</p> <p>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 7.7% in 2019 to 5% by 2022.</p> <p>Objective 2.1: To decrease the existing gap between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination from 12.5% in 2019 to 10% in 2022.</p>		
	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 7.7% in 2019 to 5% by 2022.	<ul style="list-style-type: none"> Consistently better the quality of teaching using UDL. Provide access to varied and sufficient didactic resources. Create a physical environment that promotes learning (flexible classrooms).
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 12.5% in 2019 to 10% by 2022.	<ul style="list-style-type: none"> Consistently better the quality of teaching using UDL. Provide access to varied and sufficient didactic resources. Create a physical environment that promotes learning (flexible classrooms).

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 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 74.5% in 2019 to 78% 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.	<ul style="list-style-type: none"> • Analyze the literary elements of text. • Ask questions to deepen understanding of text, and work in teams to increase proficiency in their response to literature (meaning, connections, structures & features). • Teachers will put extra emphasis on identified areas of concerns as a result of the item analysis data <ul style="list-style-type: none"> ○ Vocabulary ○ Inference ○ Response to literature ○ Reaction to text

		<ul style="list-style-type: none"> • Teachers will spend more time teaching vocabulary words. Students will develop word walls and/or personal dictionaries. • In order to prepare cycle 3 students for final exams, we will expose cycle 1 and 2 students to Tumblebooks from the EMSB virtual library. • Students will practice on past EOC exams.
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 95% range through 2022.	<ul style="list-style-type: none"> • Apply literary elements in own writing. • Model and apply the different stages of writing: brainstorming, drafting, editing, publishing. • Teach proofreading skills. • Provide opportunities to learn the most commonly used high-frequency words. • Teachers will improve the average mark on the writing exam by focusing instruction on sentence structure (development of simple and complex sentences). <ul style="list-style-type: none"> ○ Read texts aloud that model quality writing that demonstrate fluency, rhythm, and structural patterns in language. ○ Compare and contrast writing exemplars. ○ Use graphic organizers to help students organize their thoughts in prewriting. ○ Model quality writing practices. ○ Vary texts as indicated in the QEP. ○ Introducing the daily five
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	<ul style="list-style-type: none"> • 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.

	baseline of 74.5% in 2019 to 78% in 2022.	<ul style="list-style-type: none"> Promote active engagement of students in new vocabulary, using new words in discussion and conversation.
The success rate of students on the End-of-Cycle 3 French Second Language (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.	<ul style="list-style-type: none"> Teachers will put extra emphasis on identified areas of concerns as a result of the item analysis data <ul style="list-style-type: none"> Vocabulary Inference Response to literature Reaction to text Teachers will spend more time teaching vocabulary words. Students will develop word walls and/or personal dictionaries. In order to prepare cycle 3 students for final exams, we will expose cycle 1 and 2 students to Tumblebooks from the EMSB virtual library. Students will be given more opportunities to practice reading comprehension questions by introducing the daily five in cycle 2 as part of the new in class resource model. Students will practice on past EOC exams. Students struggling in French will be provided with professional in-school tutors throughout the 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	<ul style="list-style-type: none"> Teachers will improve the average mark on the writing exam by: Focus instruction on sentence structure (development of simple and complex sentences). <ul style="list-style-type: none"> Read texts aloud that model quality writing that demonstrate fluency, rhythm, and structural patterns in language. Compare and contrast writing exemplars.

	examinations above the 90% range through 2022.	<ul style="list-style-type: none"> • Use graphic organizers to help students organize their thoughts in prewriting. • Model quality writing practices. • Vary texts as indicated in the QEP. • Introducing the daily five <ul style="list-style-type: none"> • Students struggling in French will be provided with professional in-school tutors throughout the year. • All students will continue to be benchmarked in French (GB+).
--	--	---

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 21% in 2019 to 19% 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 2019 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 2019 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 21% in 2019 to 19% by 2022.	<ul style="list-style-type: none"> • Continue to implement our school-wide Dovetail-The Toolbox™ Project to help students develop a higher level of emotional intelligence. Ongoing professional development will be provided to teachers, support staff, lunch monitors and parents. • Digital citizenship concerns such as cyberbullying will be addressed through the Kids In The Know program.

		<ul style="list-style-type: none"> • Continue to develop and implement WE initiatives as a WE school, and participate in WE day. We feel that this will encourage students to be more empathetic to their peer group and the world at large.
The rate of elementary students who report feeling safe attending school on the OurSCHOOL Survey	To increase the rate of elementary students who report feeling safe attending school on the OurSCHOOL Survey from a baseline of 65% in 2019 to 68% by 2022.	<ul style="list-style-type: none"> • Lunch monitors will wear distinctive vests in order to make them more visible to the student population. • Students will continue to work with the behaviour technician. • Implementation of the Best Buddies program: a club, which helps students struggling to make lasting friendships. • The school team is looking into creating more supervised lunch activities. • Collective Community services will hold lunchtime activities promoting pro-social behaviours.
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 2019 to 16% by 2022.	<ul style="list-style-type: none"> • Make use of explicit teaching and practice of executive functions. • Toolbox™ program (zones of regulation, social thinking, safe space). • Classroom discussions. • Mindfulness and breathing breaks. • Groups, clubs and extra-curricular activities.