



Commission scolaire English-Montréal  
English Montreal School Board



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# EDUCATIONAL PROJECT

# MICHELANGELO INTERNATIONAL

# ELEMENTARY SCHOOL

## 2019-2022

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## **the Educational Project**

An educational project is a strategic tool for defining and making known to the educational community of a school the orientations, priorities 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 school staff, as well as representatives of the community and the School Board), a common vision of findings and challenges to create a mobilization and 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."

The 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

Michelangelo International Elementary School is currently comprised of 501 students from K4 to grade 6. The population has increased from 360 in the last 5 years due to the variety of programmes offered such as: the International Baccalaureate Primary Years Program (IB PYP), one week French and one week English bilingual model, and an integrated STEAM approach.

The school is situated at 9360 5<sup>th</sup> Street in the district of Rivière-des-Prairies in the north-east end of Montreal. It is an area of the city that has characteristics of a middle class community. The Bilingual Program Boundary for Michelangelo School is from the west of Armand Bombardier (between Perras and Gouin Boulevards) to Pierre-Baillargeon Avenue. The territory enlarges from that point, covering from the north, Gouin Boulevard and to the south, Metropolitan Boulevard and it extends east to Marien Avenue. A large portion of our territory is industrial. As a result of the large territory served by the school, 5 buses provide transportation to our students. Approximately 412 students make use of daycare services throughout the day.

The majority of our student and parent population is of Italian descent, and born in Quebec. Many of these families have retained strong ties to their ethnic roots. Most students speak 3 languages, primarily English, French and Italian. The PYP programme encourages students to embrace their cultural heritage while establishing mutual respect and a strong sense of community. The poverty index for the school is 9, with 10 being the maximum according to the IMSE Index issued by the MEES.

Forty-two percent of our students fall into the regular mainstream where they do not require adaptations in order to succeed. There are 41 students who have an IEP which represent 8% of the school's population. This does not include the 17 children on a waiting list to be assessed. The school is committed to the inclusion of all students with academic and/or behavioural needs. There is a strong belief that all children learn differently and all children can learn. In order to meet the individual needs of all of our students, a differentiation model is used. When accommodations, adaptations and scaffolding are implemented, the students' needs are met.

The school's staff is made up of one principal, one vice-principal, 24 homeroom teachers, three physical education teachers, four resource teachers, one music teacher, two media/art teachers, three IB coordinators, 19 daycare and lunch educators, one daycare technician, assistant daycare technician, caretakers, two secretaries, and one librarian. A professional team comprised of a Psychologist, a Speech and Language Pathologist, Occupational

apist, CIUSSS social worker, and a school nurse are present in the school once a week. Resource teachers and special education consultants from the MSB attend to the individual needs of students with a learning and/or behavioural diagnosis. A complimentary service team from the school includes a spiritual and community animator, three attendants, and one behaviour technician.

The school has an active Governing Board and Parent Participation Organization (PPO). A large number of parent volunteers participate in school activities and organize fundraisers for many of the school's activities, events, and programmes. Some of these events include volunteering for our school's annual gala, grade 6 graduation, Welcoming Day, Book Fair, Holiday Breakfast, Bingo Night, and Fun Day.

The school opened in September 1989 and was inaugurated in May of 1990. In 1992, a bilingual program was adopted to cater to the growing number of bilingual parents in the area and to reflect Quebec society. In 2009, the Michelangelo International Elementary School community initiated the process of being authorized as an International Baccalaureate School offering the Primary Years Programme. In December 2011, the school was officially renamed as *Michelangelo International Elementary School*. It received **full IB accreditation** in May 2013, making it an official **IB World School**.

The Primary Years Programme was introduced to Michelangelo International with the purpose of developing “inquiring, knowledgeable and caring people who help to create a better and more peaceful world through intercultural understanding and respect.” This programme encourages students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can make a difference in the world.”<sup>1</sup>

At the start of the 2012-2013 academic year, a new model for the bilingual programme was implemented, whereby students receive one week of French instruction and one week of English instruction. In Cycle 1, Mathematics and English are still taught daily during a one hour switch period whereas in Cycles 2 and 3, Mathematics and French are taught daily. Since adopting this model, there has been progress in the following areas: organizational structure, fluency in students' second-language, and reduced anxiety-stress which carries over to a well-balanced family life. This information is validated through tenured teacher observations, parent commentary, and from the OurSCHOOL survey which is administered once a year and provides feedback to the school administration about student perceptions of their daily lives.

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<sup>1</sup>International Baccalaureate, Mission statement

Belangelo International Elementary School offers an early literacy program comprised of:

- Daily Five
- Jolly Phonics,
- Guided Reading and Benchmark Assessments.

Extracurricular activities include:

- Soccer Intramural League for Cycle 3 students
- Circus activities for Cycle 2
- Gymnastics for Cycle 1
- PELO
- Choir

Intracurricular programs provided by the school are:

- STEAM
- Robotics
- Spring Music Concert
- Innovation Fair (STEAM based innovative projects created entirely by students during class time)
- Study Skills
- Transition to High School (program that prepares the grade 6 students for high school)
- Second Step (program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to help children thrive)
- Chess-Math program

For students that are interested, the school also offers paid programs such as:

- Paris Saint-Germain Academy
- Di Bella Karate program
- Guitar Club
- Chess Club

## Our Mission

Michelangelo International Elementary School provides an inclusive collaborative learning environment that merges both the Quebec Education Program and the International Baccalaureate Primary Years Programme.

## Our Values

### *Education, we value:*

the mastery of both official languages, the fundamentals of mathematics, science and technology, and the various means of artistic expression, including music and art.

physical development and wellbeing, a sense of responsibility and self-discipline.

basic skills, maximum effort, positive work habits, personal pride, and building self-esteem.

cultural content of the curriculum and fostering respect of cultures and religious beliefs.

a harmonious environment with meaningful experiences and opportunities for success.

positive attitudes such as: appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance.

active participation by all stakeholders (parents, all staff members, community members) so as to develop internationally minded citizens.

## Our Consultation

In order to assist with determining objectives for the Educational Project, Michelangelo International Elementary School held three consultations for the community: one with the Governing Board and parent community, another for all staff, and finally with all students. The following are highlights that arose during the consultation meetings. The quality of French being taught and maintaining the implementation of our programmes are valued by the stakeholders consulted. Furthermore, ensuring the wellbeing of every student by offering a safe, positive, and engaging school environment is also of importance.

# ignment to the EMSB's Commitment-to-Success Plan

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

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### *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.

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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 school objectives do not directly impact the school board's objective towards graduation, their contribution is essential, in laying those foundational skills needed for 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 objective of *Language Proficiency*.



**MSB 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 (%)**

<b>Year</b>	<b>MICHELANGELO INTERNATIONAL ELEMENTARY SCHOOL Success Rate of EOC3 Mathematical Reasoning (C2)</b>	<b>EMSB Success Rate on EOC3 Mathematical Reasoning (C2)</b>
2015	<b>80.0</b>	63.8
2016	<b>58.0</b>	64.4
2017	<b>76.6</b>	74.3
2018	<b>70.3</b>	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 decreased from 80.0% in 2015 to 58.0% in 2016. The success rate increased to 76.6% in 2017 and then decreased to 70.3% in 2018. As of 2016, school results mirror that of the Board.

In establishing our baseline, we chose to take an average of the last four years. The baseline for the last four years is 71.2%.

**Local 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 71.2% in 2019 to 76.0% 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.

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 (bilingual) 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: MICHELANGELO INTERNATIONAL ELEMENTARY SCHOOL 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
<b>MICHELANGELO INTERNATIONAL ELEMENTARY SCHOOL (Boys)</b>	70.6 (24/34)	22.7	55.0 (11/20)	45.0
<b>MICHELANGELO INTERNATIONAL ELEMENTARY SCHOOL (Girls)</b>	93.3 (28/30)		100.0 (17/17)	
EMSB (Boys)	83.4	10.3	83.5	11.3
EMSB (Girls)	93.7		94.8	

*EMSB Local Data, 2018*

Table 2 shows the success rate of the boys on the English Language Arts EOC 3 June MEES Examination Reading Component decreased from 70.0% in 2017 to 55.0% in 2018 and the success rate of the girls increased from 93.3% in 2017 to 100% in 2018. Table 2 also shows that the gap in success rate of the English Language Arts EOC 3 June MEES Examination Reading Component increased from 22.7% in 2017 to 45.0% in 2018. The Board's gap increased from 10.3% in 2017 to 11.3% in 2018. The school's gap is significantly higher than that of the school board. Given the size of the gap is, we will start analysing the results at earlier grades to identify where the gap begins. We will look at the GB+ Benchmark results to compare boys and 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.

Each year, the baseline will be calculated using an average of the two. Further data will allow us to gain a better grasp of the situation. The baseline for 2019 is 33.9%.

**Goal Objective 2: To decrease the gap in success rates between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination from a baseline of 33.9% in 2019 to 20.0% by 2022.**

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

	2016-2017	Gap	2017-2018	Gap
<b>MICHELANGELO INTERNATIONAL ELEMENTARY SCHOOL (Boys)</b>	88.2 (30/34)	11.8	90.0 (18/20)	7.7
<b>MICHELANGELO INTERNATIONAL ELEMENTARY SCHOOL (Girls)</b>	100.0 (30/30)		82.3 (14/17)	
<b>EMSB Local Data, 2018</b>				
EMSB Bilingual (Boys)	96.3	2.1	91.2	4.5
EMSB Bilingual (Girls)	98.4		95.7	

*EMSB Local Data, 2018*

Table 3 shows that the success rate of boys remained relatively stable while the success rate of the girls decreased by approximately 18% in 2017-2018. It should be noted that this 18% represented three less girls being successful. There is a reverse gap in the 2017-2018 year, in that two boys were not successful, while three girls were not successful. Although the gap appears to be significant, in fact it is a difference of one student.

**Goal Objective 2.1: To maintain the gap between boys and girls at End-of-Cycle 3 French Second Language Writing Component June Board-wide Examination at about 5% through 2022.**

## *Orientation: Mastery of Languages*

### **MSB 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.

#### **ish Language Arts**

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

Year	Reading Component		Writing Component	
	MICHELANGELO INTERNATIONAL ELEMENTARY SCHOOL	EMSB	MICHELANGELO INTERNATIONAL ELEMENTARY SCHOOL	EMSB
2016-2017	81.3	88.5	96.9	94.5
2017-2018	75.7	89.1	94.6	94.1

Source: EMSB Local Data 2018

ne of 2016, the exam rubrics changed; as such, only two 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 Michelangelo International Elementary School decreased from **81.3%** in 2017 to **75.7%** in 2018. The Board's result remained relatively stable at about 89%. While the Board's success rate in the Writing Component remained relatively stable at about **94%**, the school's success rate decreased from **96.9%** in 2017 to **94.6%** in 2018. It should be noted that in both years, two students were not successful.

baseline will be calculated using two years of data. The baseline for the Reading Component is **78.5%**. The school will increase the success rate to **82.0%** for the Reading Component and maintain the success rate at or above **95%** for the Writing Component.

**Table 5: MICHELANGELO INTERNATIONAL ELEMENTARY SCHOOL Average Grades in End-of-Cycle 3**

**English Language Arts, Writing Component MEES Examination (%)**

Year	Writing Component	
	MICHELANGELO INTERNATIONAL ELEMENTARY SCHOOL	EMSB
<b>2016-2017</b>	75.4	74.2
<b>2017-2018</b>	72.4	73.8

*Source: EMSB Local Data 2018*

in the high success rate in the Writing Component, the school has undertaken to improve the proficiency rate. Table 5 shows that the average grade decreased by 3% in 2018. The results mirror those of the school Board. To calculate the baseline, an average of the last two years will be used. The baseline is 73.9%.

**Objective 4: To increase the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations from a baseline of 78.5% in 2019 to 82.0% 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 at or above 95% through 2022.**

**Objective 4.2: To increase the average mark of students on the End-of-Cycle 3 Writing Component of the June MEES examinations from a baseline of 73.9% in 2019 to 76.0% in 2022.**

**French Second Language (Bilingual Program)**

**Table 6: MICHELANGELO INTERNATIONAL ELEMENTARY SCHOOL Success Rates in End-of-Cycle 3**

Year	Reading Component		Writing Component	
	MICHELANGELO INTERNATIONAL ELEMENTARY SCHOOL	EMSB Bilingual	MICHELANGELO INTERNATIONAL ELEMENTARY SCHOOL	EMSB Bilingual
2014-2015	81.8	74.9	85.5	89.3
2015-2016	82.0	81.0	88.0	97.9
2016-2017	93.8	90.6	93.8	97.3
2017-2018	94.6	90.8	86.5	93.6

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 remained relatively stable at about 82% from 2015 to 2016. The significant increase in 2016-2017 in the Reading Component is a result of the examination changing to include audio and visual texts in addition to written texts. Since 2016, the school's results remain relatively stable at about 90%.

Table 6 also shows that the results in the Writing Component increased gradually from 85.5% in 2015 to 93.8% in 2017, with a decrease to 86.5% in 2018.

When determining the baseline, the average of the last two years of results will be used. The baseline for Reading Component is **94.2%** and the baseline for the Writing Component is **90.2%**.

**Objective 4.3: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading Component of the June MEES examinations at or above 94% range through 2022.**

**Objective 4.4: To increase the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Writing Component of the June Board uniform examinations from 90.2% in 2019 to 93.0% by 2022.**

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

## MSB OBJECTIVE

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

**EMS 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 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 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	MICHELANGELO INTERNATIONAL ELEMENTARY SCHOOL *Bullying*	EMSB *Bullying*	MICHELANGELO INTERNATIONAL ELEMENTARY SCHOOL *School Safety*	EMSB *School Safety*	MICHELANGELO INTERNATIONAL ELEMENTARY SCHOOL *Anxiety*	EMSB *Anxiety*
2015-2016	<b>34</b>	24	<b>64</b>	67	<b>24</b>	18
2016-2017	<b>30</b>	24	<b>55</b>	65	<b>26</b>	18
2017-2018	<b>21</b>	23	<b>66</b>	65	<b>19</b>	18

Source: *Our School Survey (The Learning Bar), 2018*

\* Students who are subjected to physical, social, or verbal bullying or are being 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

Figure 7 shows that the perception of bullying has remained relatively stable at the Board level at about **24%**. For the school, perceptions of bullying decreased from 34% in 2016 to 21% in 2018.

Figure 7 also shows that the perception of school safety is relatively stable at the Board at about **65%**. The perception of school safety has fluctuated from 64% in 2016 to 55% in 2017, and back to 66% in 2018. It is interesting to note that although there is not a one-to-one correlation between perceptions of bullying and school safety, while the bullying decreased, school safety also decreased. The noted decrease in the perceptions of bullying and increase in perceptions of school safety are possibly due to measures taken by the school, such as the implementation of a playground leadership program. This initiative should be monitored to examine its full impact in coming years.

Figure 7 shows that the anxiety level of students is stable at **18%** at the Board level. The anxiety level of our school was relatively stable at about 20% in 2016 and 2017, but there was a significant decrease to **19%** in 2018. This may also be attributed to the playground leadership program.

When 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 28% in 2018 to 18% 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 61% in 2018 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 23% in 2018 to 16% by 2022.**



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## ***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.**

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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 connection, collaboration and teamwork amongst students and to improve classroom behavior.

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

In addition to the 60 minutes of daily physical activity (three recess periods of 20 minutes each), our school has applied a philosophical approach where we have incorporated initiatives to have students adopt a more physically active lifestyle. Such initiatives include floor decals in the hallways each week, where parents are invited to participate in physical education class with their children, Energy Cube challenge in the spring, an annual outdoor field trip, and the inclusion of a 30 minute Movement and Mindfulness class per week.

Delangelo International Elementary School embraces physical activity and movement throughout the school day. Not only do students participate in 60 minutes of physical activity daily through their two 20 minute recess periods and one 30 minute lunch recess, students are encouraged to move throughout the day through the use of stationary bikes which are made available to all students within their classrooms. In order to embrace the philosophy of active play, floor decals are present in the hallways on every floor in order to encourage students to move while in the halls. Furthermore, classroom teachers as well as daycare educators show interactive dance videos to encourage extra movement and brain breaks.

# Appendix 1 Strategies for Implementation of School Objective

## 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 74.3% in 2017 to 75% by 2022.**

Indicator	Target	Strategies
Success rate of students on 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 74.3% in 2017 to 75% by 2022.	<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>We will invite our math consultant for a one day workshop on new strategies for teaching fractions</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 mathematics concepts and instruction through the school board's numeracy initiative.</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 30% in 2019 to 20% by 2022.**

**Objective 2.1: To maintain the gap between boys and girls on the End-of-Cycle French Second Language Writing Component of the June Board-wide Examination at 5% through 2022.**

Indicator	Target	Strategies
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 30% in 2019 to 20% by 2022.	<ul style="list-style-type: none"> <li>Continue implementing the 1 wk. English and 1 wk. French model in our Bilingual School Program. Continue to be uniform in our use of teaching strategies and evaluation practices of French reading.</li> <li>GB + Benchmark assessment kits available. Guided readers, Bold prints, magazines (e.g. <i>les explorateurs</i>)</li> </ul>

gap in success rates between the boys and girls	To maintain the gap between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination at 5% through 2022.	<ul style="list-style-type: none"> <li>• Continue to be uniform in our use of teaching strategies and evaluation practices of French writing.</li> <li>• Modeled writing and guided writing.</li> </ul>
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**Language Proficiency:**

**Objective 4:** To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above 90% through 2022.

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

**Objective 4.2:** To increase the average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations from a baseline of 90% in 2019 to 77.0% in 2022.

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

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

Indicator	Target	Strategies
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"> <li>• Providing level appropriate materials to the reader and to motivate reluctant students with interesting materials. (E.g.: Raz kids, Choices Magazine, Storyworks)</li> <li>• Guided reading</li> <li>• School wide benchmarks</li> </ul>

<p>success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations</p>	<p>To maintain the success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations above 90% range through 2022.</p>	<ul style="list-style-type: none"> <li>• Providing various authentic writing situations and opportunities for creative writing. (E.G.: Choices Magazine, Storyworks.)</li> <li>• Continue to be uniform in our use of teaching strategies and evaluation practices of English writing.</li> <li>• Modeling writing and guided writing</li> </ul>
<p>average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations</p>	<p>To increase the average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations from a baseline of 87.6% in 2019 to 90% in 2022.</p>	<ul style="list-style-type: none"> <li>• The teachers will put extra emphasis on vocabulary and inference.</li> <li>• Teachers will teach vocabulary explicitly, and focus on keywords, use of picture walk through text.</li> <li>• Promote active engagement of students in new vocabulary, using new words in discussion and conversation</li> </ul>
<p>success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading Component of the June MEES examinations</p>	<p>To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading component of the June MEES examinations above 90% range through 2022.</p>	<ul style="list-style-type: none"> <li>• Continue to be uniform in our use of teaching strategies and evaluation practices of French reading.</li> </ul>
<p>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 90% range through 2022.</p>	<ul style="list-style-type: none"> <li>• Continue to be uniform in our use of teaching strategies and evaluation practices of French reading</li> </ul>

**Safe 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 18% 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 55% 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 26% in 2017 to 16% by 2022.**

Indicator	Target	Strategies
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 18% by 2022.	<ul style="list-style-type: none"> <li>● Application of our Safe School Action Plan.</li> <li>● Behavior Intervention Log system that will keep track of student behavior and interventions that take place.</li> <li>● To bring in awareness programs and campaigns addressing bullying and cyberbullying.</li> <li>● Reflections using the elements of the PYP Learner Profile.</li> <li>● Recognition given by Administration for display of PYP attitude.</li> <li>● Learner Profiles of the month assembly.</li> <li>● Caught in the Act certificates.</li> </ul>
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 55% in 2017 to 70% by 2022.	<ul style="list-style-type: none"> <li>● Behavior Technician support.</li> <li>● Increased supervision.</li> <li>● Safety drills put into place to reassure students of protocols and procedures.</li> </ul>
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 26% in 2017 to 16% by 2022.	<ul style="list-style-type: none"> <li>● The <i>Breathe</i> program is geared to help students manage anxiety.</li> </ul>