



Commission scolaire English-Montréal
English Montreal School Board



EDUCATIONAL PROJECT

NESBITT SCHOOL

2019-2022

Table of Contents

1. The Educational Project.....	2
2. The Legal Framework	2
3. Groups that Collaborated in the Development of the Project.....	3
4. Groups Consulted in the Development of the Project.....	3
5. School Profile.....	3
6. Our Mission.....	5
7. Our Values.....	5
8. The Consultation.....	5
9. Alignment to the EMSB’s Commitment-to-Success Plan.....	6
10. Orientations, Objectives, Indicators and Targets of the School and the EMSB.....	7
11. Implementation and Monitoring of the Project.....	22
12. Signatories.....	22
13. Resolution of the Governing Board Adoption of Educational Project.....	23
14. APPENDIX : Strategies for Implementation of School Objectives.....	24

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 staff members led by the Principal

Groups Consulted in the Development of the Project

- The governing board
- The school's parent community at large
- All staff, including, teachers, professionals, support staff and daycare personnel

School Profile

Nesbitt School is located in the borough of Rosemont, an area primarily characterized by a working class community with pockets of low-income families. Nesbitt was founded in the 1911 and named after the Nesbitt family in Rosemont. Students, staff and the school community benefits from the beautiful greenery which allows for outdoor and environmental projects to take place.

Nesbitt provides instruction in two of the three basic instructional programs at the elementary level, offered by the English Montreal School Board. Parents can either select the English Core program (available from Pre-Kindergarten to Grade 6) or the French Immersion program (available from Kindergarten to Grade 6). Although both programs follow the MEES established curriculum, the amount of time allocated for the English and French languages of instruction differs in both programs. Students following the English Core program have 67% of their weekly class time where English is the language of instruction and 33% of their weekly class time where French is the language of instruction. Students following the French Immersion program have 100% of their weekly class time where French is the language of instruction in Preschool and Cycle I and have 42% of their weekly class time where English is the language of instruction and 58% of their weekly class time where French is the language of instruction in Cycles II and III. It is also important to note that students following the English Core program are exposed to *Français langue seconde* curriculum, whereas students following the French Immersion program are exposed to *Français langue d'enseignement* curriculum. Students have the opportunity to participate in both indoor and outdoor physical education programs and our music program. Our school, with the support of our governing board, has established a makerspace to stimulate science, math and art initiatives.

Nesbitt is a culturally rich school. Out of the 297 students presently registered at Nesbitt, 5 students are in the Welcoming Class (ASD K-GRADE 1), 144 students are in English Core program (Pre-kindergarten –grade 6) and 148 students are in the French Immersion

program (kindergarten –grade 6). Overall, the school population represents a total of 24 different cultural origins. English is the primary language spoken at home for the majority of our students, followed by French and other languages.

Nesbitt's socio-economic picture is as varied as its cultural origins. A significant number of our students come from families that face socio-economic difficulties; according to the Comité de Gestion de la Tax Scolaire de l'Île de Montreal, approximately 40% of our students are classified as living below the poverty line. These two factors provide the school with many significant learning opportunities but also present distinct challenges.

Due to the particular needs of the community, additional resources/services are funded by ICOR, Joining Forces, A Montreal School for All (AMSFA), Wellness, and other sources. Tutors are provided during the school day through various special measures, namely AMSFA. French Second Language support and early intervention personnel are present, in favour of literacy development in Pre-kindergarten and Kindergarten. The MEES *Homework Assistance Program* is also provided during lunch and after school, four days a week, at no cost to parents. A summer school program for students requiring additional academic reinforcement and support is also entirely subsidized by AMSFA allocation and on average, helps 30 students annually. During lunch, PELO classes are provided for students so that they can continue to learn about their culture, heritage, and language. For the past 3 years, we have been able to have both Italian and Spanish through the PELO program.

Amongst many of the unique characteristics of our school, Nesbitt offers its students hot, nutritional lunches from our school cafeteria. In addition, students can also enjoy a breakfast daily through our partnership with the Breakfast Clubs of Canada. Additional extra-curricular activities are organized by our Home and School Association. These can include chess, cooking, karate, robotics, et cetera. Our Home & School organization also organizes fundraisers to support student life.

Our school is an inclusive school that accommodates an academically diverse population. We have 1 English and 1 bilingual (80% workload) resource teacher, 7 pupil attendants, 3 behaviour technician (1 welcoming class, 2 school), a school psychologist, 1 speech and language pathologist, and 1 occupational therapist. The main challenge our school faces is responding to the many needs of our students on an emotional, social and academic level.

To accommodate working parents, a daycare program is provided before and after school. The B.A.S.E program has a solid pedagogical component, offering a range of activities to children outside the regular scholastic hours. Students registered in our B.A.S.E. daycare are immersed in a wholesome and nurturing community composed of several components which include academic assistance (homework program), nutritional guidance, media awareness, creative arts, journalism, sports and environmental programs, as well as

a myriad of other cultural and social activities for all students including specialty programs geared to students with special needs. In addition, BASE encourages the development of knowledge about social change and their social impact (WE initiative, Green Club).

Our Mission

Within a safe, supportive and stimulating environment, we, the school staff and parents, inspire a love of learning in all children. We are partners dedicated to the development of each child by providing a comprehensive, bilingual curriculum and diversified activities that empower our students and optimize their full potential. At Nesbitt, we seek to create a challenging learning environment that encourages high expectations for success and that allows for individual differences and learning styles.

Our Values

At Nesbitt School, we:

- Believe that all children have the right to be respected and to be educated in a safe, secure and supportive environment.
- Believe that each child can learn and experience success.
- Are committed to quality instruction and best teaching practices in order to achieve success for all students in a 21st century world.
- Believe that education is a shared responsibility between students, staff and parents and that effective communication is essential to students' growth, development and success.
- Are committed to foster the academic, social and emotional growth as well environmental awareness/growth of all students.
- Believe that relationships within the school environment are based on mutual respect.
- Believe that learning is a lifelong process.

The Consultation

To assist with determining objectives for the Educational Project, Nesbitt Elementary School held two consultations for its school and parent community: one with the governing board, another for all staff. Below is a brief summary of what the process looked like.

There was a meeting of the Nesbitt staff whereby time was allocated for personnel to complete the educational success plan survey. A parental survey was also sent via our mass notification system to the parent community at large. The governing board reviewed

the results from the parent survey. Due to the lack of respondents, it was suggested by the members that community at large be allowed an additional opportunity to answer the survey.

The responses from both the personnel and parental survey highlighted concerns with:

- The physical state of the building
- Decreasing enrolment and possible school closure
- The increase in students with needs (special needs, academic, behaviour, socio-emotional needs)
- The school's ability to meet the diverse needs of students (with limited resources) and ensuring students' overall success
- The school's participation in educational initiatives (increased physical activity, STEAM initiative, etc...)

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

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

Year	NESBITT SCHOOL Success Rate on EOC3 Mathematical Reasoning (C2) for English Core and French Immersion	EMSB Success Rate on EOC3 Mathematical Reasoning (C2)
2015	50.7	64.0
2016	49.2	65.2
2017	69.6	74.3
2018	61.0	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 significantly increased from 50.7% in 2015 to 61.0% in 2018. The results mirror those of the Board from 2015 to 2017 in that there has been significant increase in the success rate. In the years to come, we will monitor the results to ensure that this is not an anomaly.

To establish our baseline, we examined the average of the last two years as there has been a large increase in success rate compared to 2015 or 2016. The baseline is 65.3%.

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 65.3% in 2019 to 69.0% 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 Language and the Writing Component on the June board-wide End-of-Cycle uniform Examinations.

Table 2: NESBITT SCHOOL and EMSB Success Rates (by gender) in End-of-Cycle 3 English Language Arts Reading Component of the June MEES Examination

	2016-2017	Gap	2017-2018	Gap
NESBITT SCHOOL (Boys)	100% (18/18)	7.4	72.4% (21/29)	9.7
NESBITT SCHOOL (Girls)	92.6 (25/27)		82.1 (23/28)	
EMSB (Boys)	83.4	10.3	83.5	11.3
EMSB (Girls)	93.7		94.8	

EMSB Local Data, 2018

Table 2 shows that in 2016-2017 there is a reverse gap where 100% of the boys were successful on the English Language Arts EOC3 June MEES Examination Reading Component. In 2017-2018, although both the success rate of boys and girls decreased, the boys' success rates dropped quite significantly. As a school, we will need to continue to put strategies in place to increase the success rate of both boys and girls.

Due to very limited data (two years), 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 and analysis will allow us to gain a better grasp of the situation.

School Objective 2.a: To maintain 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 at 6% through 2022.

Table 3: NESBITT SCHOOL Success Rates in End-of-Cycle 3 French Language Writing Component of the Board-wide Uniform Examination (%) for FRA610: Programme de Base (Core)

	2016-2017	Gap	2017-2018	Gap
NESBITT SCHOOL (Boys)	100 (7/7)	8.3	100 (12/12)	0
NESBITT SCHOOL (Girls)	91.7 (11/12)		100 (3/3)	
EMSB Core (Boys)	69.1	22.6	75.9	10.5
EMSB Core (Girls)	91.7		86.4	

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 8.3 % in 2016-2017 to 0 % in 2017-2018. However, given the very small number of boys and girls, we can effectively see when reviewing the ratio of successful students to the total number of students that there were no unsuccessful boys and one unsuccessful girl in 2016-2017. We will continue to put strategies in place to continually address reducing in the gap between the success rate of the boys and the girls.

The baseline of 4.1% is calculated using the average of the two years of data.

School Objective 2.b: To maintain the parity between boys and girls success rates at the 4% on the End-of-Cycle 3 French Language Writing Component of the Board-wide Uniform examinations for FRA610: Programme de Base (Core) through 2022.

Table 4: NESBITT SCHOOL Success Rates in End-of-Cycle 3 French Immersion Writing Component of the Board-wide Uniform Examination (%) for FRI610: Langue Maternelle (Immersion)

	2016-2017	Gap	2017-2018	Gap
NESBITT SCHOOL (Boys)	100 (9/9)	0	100 (16/16)	0
NESBITT SCHOOL (Girls)	100 (16/16)		100 (24/24)	
EMS B Immersion (Boys)	96.7	1.9	99.1	6.1
EMS B Immersion (Girls)	98.6		93	

EMS B Local Data, 2018

Table 4 shows that the gap in the success rate of the French Immersion Language End-of-Cycle 3 Board-wide Examination Writing Component remained unchanged at 0% in 2016-2017 and 0% in 2017-2018. We will continue to put in place strategies to continually address reducing in the gap between the boys and the girls.

The baseline of 0% is calculated using the average of the two years of data.

School Objective 2.c: To maintain the existing parity between boys and girls success rates around 0% on the End-of-Cycle French Immersion Language Writing Component June Board-wide Uniform examinations for FRI610: Langue Maternelle (Immersion) through 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

Objective 4.3: To increase the success rate of students on the End-of-Cycle 3 French Second Language Reading component of the June Board-wide Examination 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 Writing component of the June Board-wide Examination above the 90% range through 2022.

French Immersion Language

Objective 4.5: To increase the success rate of students on the End-of-Cycle 3 French Immersion Language Reading component of the June Board-wide Examination from 87.6% in 2017 to 90% by 2022.

Objective 4.6 : To maintain the success rate of students on the End-of-Cycle 3 French Immersion Language Writing component of the June Board-wide Examination above the 90% range through 2022.

Table 5: NESBITT SCHOOL Success Rates in End-of-Cycle 3 English Language Arts MEES Examination (%)

READING

Year	NESBITT SCHOOL Success Rate on EOC3 ELA MEES Examination (Reading Component) for English Core and French Immersion	EMSB Success Rate on EOC3 ELA MEES Examination (Reading Component)
2015-2016	100	92.4
2016-2017	95.6	88.4
2017-2018	77.2	89.1

WRITING

Year	NESBITT SCHOOL Success Rate on EOC3 ELA MEES Examination (Writing Component) for English Core and French Immersion	EMSB Success Rate on EOC3 ELA MEES Examination (Writing Component)
2015-2016	98.4	97.5
2016-2017	91.3	94.5
2017-2018	96.4	94.0

Source: EMSB Local Data 2018

In June of 2016, the exam rubrics changed; as such, only three years of data are presented (uniform exam).

Table 5 shows that the success rate of the Reading Component on the End-of-Cycle 3 MEES Examination of Nesbitt School decreased significantly from **100%** in 2016 to **77.2%** to 2018. The overall decrease can be attributed to several factors including increased number of newly arrived students in Cycle 3. Although such student receive eligibility to attend English school (work and/or study permits, special needs of varying degrees), they often do not have proficiency levels to successfully complete the reading component of the English Language Arts MEES exam. This is quite a recent phenomenon and it is worth noting that it has not affected the success rates on the writing component of the MEES ELA exams. This must be investigated further.

The school board’s and the school’s success rate in the Writing Component remained relatively stable at an average of 95% success rate.

The school will implement strategies to maintain a success rate above 85% for the Reading Component and maintain the success rate above 90% for the Writing Component.

Table 6: NESBITT SCHOOL Average Grades in End-of-Cycle 3 English Language Arts MEES Examination (%)

READING AVERAGE GRADE

<i>Year</i>	<i>Nesbitt School</i>	<i>EMS</i>
2015-2016	74.3	72.5
2016-2017	72.8	71.2
2017-2018	72.2	72.9

WRITING AVERAGE GRADE

<i>Year</i>	<i>Nesbitt School</i>	<i>EMS</i>
2015-2016	75.2	75.8
2016-2017	72.9	74.2
2017-2018	76.1	73.8

Source: EMS Local Data 2018

As a result of the decrease in success rate in Reading, the school has undertaken to examine the proficiency level of all students, namely newly arrived students (students with eligibility through work or study permits). Table 5 shows the average mark on the Reading and Writing Component. The results of the school mirrors the results of the Board. To calculate the baseline, an average of the last three years will be used.

School Objective 4.1a: To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above 85% range through 2022.

School Objective 4.1b: To increase the average mark of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations from a baseline of 73.1% in 2019 to 75.0% in 2022.

School Objective 4.2a: 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.

School Objective 4.2b: To increase the average mark of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations from a baseline of 74.7% in 2019 to 77.0% in 2022.

French Second Language

Table 7: NESBITT SCHOOL Success Rates in End-of-Cycle 3 FRA610: French Second Language Board-wide Uniform Examination (%)

READING

Year	NESBITT SCHOOL Success Rate on EOC3 FLS Uniform Examination (Reading Component) for English Core	EMS Success Rate on EOC3 FLS Uniform Examination (Reading Component)
2014-2015	71.4	55.3
2015-2016	100	83.5
2016-2017	79.0	58.7
2017-2018	80.0	66.8

WRITING

Year	NESBITT SCHOOL Success Rate on EOC3 FLS Uniform Examination (Writing Component) for English Core	EMS Success Rate on EOC3 FLS Uniform Examination (Writing Component)
2014-2015	93.0	80.1
2015-2016	86.4	81.9
2016-2017	94.7	79.6
2017-2018	100	80.5

Table 8: NESBITT SCHOOL Average Grades in End-of-Cycle 3 FRA610: French Second Language Board-wide Uniform Examination

READING AVERAGE GRADE

<i>Year</i>	NESBITT SCHOOL Average Grade Rate on EOC3 FLS Uniform Examination (Reading Component)	EMS Average Grade on EOC3 FLS Uniform Examination (Reading Component)
2014-2015	69.2	62.7
2015-2016	83.9	78.4
2016-2017	70.5	61.1
2017-2018	72.5	66.7

WRITING AVERAGE GRADE

<i>Year</i>	NESBITT SCHOOL Average Grade Rate on EOC3 FLS Uniform Examination (Writing Component)	EMS Average Grade on EOC3 FLS Uniform Examination (Writing Component)
2014-2015	80.0	74.1
2015-2016	75.4	73.1
2016-2017	83.3	75.6
2017-2018	92.5	73.6

Source: EMSB Local Data 2018

Table 7 shows that the success rate on the Reading Component of the End-of-Cycle French Second Language Board-wide Uniform Examination increased from 71.4% in 2015 to 80.0% in 2018, mirroring the results of the Board. In the Writing Component, the school success rates increased from 93% in 2015 to 100% in 2018. The increase in the Reading Component can be attributed to the change in the exam format to include audio and visual texts in addition to written texts in 2016-2017.

In determining the baseline for the success rates the last two years of results were used. In determining the baseline for the average grades for the writing component, the four years of results were used.

School Objective 4.3: To increase the success rate of students on the End-of-Cycle 3 French Second Language (Core) Reading Component of the June Board-wide uniform examinations from 79.5% in 2018 to 85.0% in 2022.

School Objective 4.4a: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (Core) Writing Component of the June Board uniform examinations above the 95.0% range through 2022.

School Objective 4.4b: To increase the average grade of students on the End-of-Cycle 3 French Second Language (Core) Writing Component of the June Board uniform examinations from baseline of 82.8% in 2019 to 85.0% in 2022.

French Immersion Language

Table 9: NESBITT SCHOOL Success Rates in End-of-Cycle 3 FRI610: French Immersion Language Board-wide Uniform Examination (%)

READING

Year	NESBITT SCHOOL Success Rate on EOC3 French Immersion Uniform Examination (Reading Component)	EMSB Success Rate on EOC3 French Immersion Uniform Examination (Reading Component)
2014-2015	100	84.7
2015-2016	100	88.2
2016-2017	100	94.5
2017-2018	100	95.1

WRITING

Year	NESBITT SCHOOL Success Rate on EOC3 French Immersion Uniform Examination (Writing Component)	EMSB Success Rate on EOC3 French Immersion Uniform Examination (Writing Component)
2014-2015	97.9	92.5
2015-2016	100	98.5
2016-2017	100	97.6
2017-2018	100	96.0

Source: EMSB Lumix Data 2018

Table 10: NESBITT SCHOOL Average Grades in End-of-Cycle 3 FRI610: French Immersion Language Board-wide Uniform Examination

READING AVERAGE GRADE

<i>Year</i>	NESBITT SCHOOL Average Grade on EOC3 French Immersion Uniform Examination (Reading Component)	EMSB Average Grade on EOC3 French Immersion Uniform Examination (Reading Component)
2014-2015	82.0	76.6
2015-2016	83.8	80.8
2016-2017	84.4	83.8
2017-2018	87.0	85.1

WRITING AVERAGE GRADE

<i>Year</i>	NESBITT SCHOOL Average Grade on EOC3 French Immersion Uniform Examination (Writing Component)	EMSB Average Grade on EOC3 French Immersion Uniform Examination (Writing Component)
2014-2015	84.8	79.2
2015-2016	91.0	85.3
2016-2017	92.7	83.5
2017-2018	82.4	95.3

Source: EMSB Local Data 2018

Table 10 shows that the success rate for the Reading Component of the End-of-Cycle French Immersion Language Board-wide Uniform Examination remained stable at 100% from 2015 to 2018. For the Writing Component, the school success rates increased from 97.9% in 2015 to 100% in 2018, although it is important to note that this increase effectively represents one student. While the exam format changed in 2016-2017, the results remained stable at 100%.

In determining the baseline for the success rates the last two years of results were used. In determining the baseline for the average grades for the reading and writing components, the four years of results were used.

School Objective 4.5a: To maintain the success rate of students on the End-of-Cycle 3 French Immersion Language Reading Component of the June Board-wide uniform examinations above 95% range through 2022.

School Objective 4.5b: To increase the average grade on the End-of-Cycle 3 French Immersion Language Reading Component of the June Board-wide uniform examinations from baseline of 85.7% (2019) to 88.0% through 2022.

School Objective 4.6a: To maintain the success rate of students on the End-of-Cycle 3 French Immersion Language Writing Component of the June Board uniform examinations above the 95% range through 2022.

School Objective 4.6b: To increase the average grade of students on the End-of-Cycle 3 French Immersion Language Writing Component of the June Board uniform examinations from baseline of 87.6% (2019) to 89.0% in 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

Table 11: EMS B Elementary Student’s Perception of Bullying, Perception of School Safety and Sense of Anxiety (%)

Year	NESBITT Bullying*	EMS B Bullying	NESBITT School Safety**	EMS B School Safety	NESBITT Anxiety***	EMS B Anxiety
2015-2016	26	24	63	67	23	18
2016-2017	26	24	63	65	25	18
2017-2018	23	23	73	65	24	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 11 shows that the perception of bullying has decreased at Nesbitt from 26% in 2015-2016 to 23% in 2017-2018 and that the perception of school safety has increased significantly from 63% to 73% over that same time period. The level of students reporting anxiety has fluctuated around 24%.

In establishing our baselines, we have chosen to take the 2017-2018 results for each indicator.

School Objective 5.1a: To decrease the rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey from a baseline of 23% in 2019 to 20% by 2022.

School Objective 5.1b: To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey from a baseline of 73% in 2019 to 75% by 2022.

School Objective 5.1c: To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey from a baseline of 24% in 2017 to 21% 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.

School Objective 5.2: To implement 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

GOVERNING BOARD CHAIRPERSON

PRINCIPAL

ON BEHALF OF THE SCHOOL BOARD

DIRECTOR GENERAL

GOVERNING BOARD RESOLUTION

NESBITT SCHOOL EDUCATIONAL PROJECT 2019-2022

WHEREAS The Education Act requires that the school develops an educational project;

WHEREAS The Educational Project was developed with the participation of the various stakeholders involved in the school, including: the governing board, parents, school staff, students, community and school board representatives;

WHEREAS The Educational Project is coherent with the School Board’s Commitment-to-Success Plan;

WHEREAS the period covered by the Educational Project is harmonized with the Commitment-to-Success Plan period covered by the School Board;

IT WAS MOVED BY _____ AND RESOLVED THAT the Educational Project of 2019-2022 be adopted by the Governing Board.

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

IT WAS FURTHER MOVED BY _____ AND RESOLVED THAT upon adoption of the Educational Project by School Board, the Educational Project will be made public and communicated to the parents and school staff.

Signature, Governing Board Chairperson / Date

Signature, Principal / Date

Appendix 1 Strategies for Implementation of School Objectives

Graduation and qualification:

School Objective 1.1: 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 65.3% in 2019 to 69.0% by 2022.

Indicator	Target	Strategies
The success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination	To increase the success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination from a baseline of 65.3% in 2019 to 69.0% by 2022.	<ul style="list-style-type: none"> • Develop curriculum maps from Pre-kindergarten to Grade 6 to help guide teaching and learning • Identify areas of concern from item analysis data (e.g. graphs, probability...) • Invite math consultant during cycle meetings to work on strategies, implementations of manipulatives and development of rubrics • Participate in numeracy initiatives training provided by the school board • Participate in various professional development opportunities (e.g. Summer Institute training) • Use formative assessment throughout the learning process • Implement the use of centers to facilitate differentiation, student choice and cooperative learning • Incorporate strategies to help develop fluency of basic math facts (e.g. Reflex math, use of ten frames, ...) • Incorporate coding projects from kindergarten to cycle 3 (Beebots, Dash)

Equity:

School Objective 2.a: To maintain 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 at 6% through 2022.

School Objective 2.b: To maintain the parity between boys and girls success rates at the 4% on the End-of-Cycle 3 French Language Writing Component of the Board-wide Uniform examinations for FRA610: Programme de Base (Core) through 2022.

School Objective 2.c: To maintain the existing parity between boys and girls success rates around 0% on the End-of-Cycle French Immersion Language Writing Component June Board-wide Uniform examinations for FRI610: Langue Maternelle (Immersion) through 2022.

Indicator	Target	Strategies
The gap in success rates between the boys and girls	To maintain 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 at 6% through 2022.	<ul style="list-style-type: none"> • Clear structure and lessons and explicit instruction about what successful outcomes look like (exemplars and anchor appears) • Provide well-paced and wide ranging activities that incorporate group and class discussion • Participate in training on implementation of assistive technology and ICT (e.g. Google Read and Write) • Increase use of assistive technology and ICT (e.g. Google read and write)
The gap in success rates between the boys and girls	To maintain the parity between boys and girls success rates at the 4% on the End-of-Cycle 3 French Language Writing Component of the Board-wide Uniform examinations for FRA610: Programme de Base (Core) through 2022.	<ul style="list-style-type: none"> • Provide opportunities for both individual and collaborative work • Implement use of formative assessments to help students understand learning goals • Develop and share clear criteria to help guide the learning process • Clear structure in lesson and explicit instructions • Provide exemplars of what a successful paper looks like, develop rubric with students • Increase use of assistive technology and ICT (e.g. Google read and write)

<p>The gap in success rates between the boys and girls</p>	<p>To maintain the existing parity between boys and girls success rates around 0% on the End-of-Cycle French Immersion Language Writing Component June Board-wide Uniform examinations for FRI610: Langue Maternelle (Immersion) through 2022.</p>	<ul style="list-style-type: none"> • Provide opportunities for both individual and collaborative work • Implement use of formative assessments to help students understand learning goals • Develop and share clear criteria to help guide the learning process • Clear structure in lesson and explicit instructions • Provide exemplars of what a successful paper looks like, develop rubric with students • Increase use of assistive technology and ICT (e.g. Google read and write)
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Language Proficiency:

School Objective 4.1a: To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above 85% range through 2022.

School Objective 4.1b: To increase the average mark of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations from a baseline of 73.1% in 2019 to 75.0% in 2022.

School Objective 4.2a: 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.

School Objective 4.2b: To increase the average mark of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations from a baseline of 74.7% in 2019 to 77.0% in 2022.

School Objective 4.3: To increase the success rate of students on the End-of-Cycle 3 French Second Language (Core) Reading Component of the June Board-wide uniform examinations from 79.5% in 2018 to 85.0% in 2022.

School Objective 4.4a: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (Core) Writing Component of the June Board uniform examinations above the 95.0% range through 2022.

School Objective 4.4b: To increase the average grade of students on the End-of-Cycle 3 French Second Language (Core) Writing Component of the June Board uniform examinations from baseline of 82.8% in 2019 to 85.0% in 2022.

School Objective 4.5a: To maintain the success rate of students on the End-of-Cycle 3 French Immersion Language Reading Component of the June Board-wide uniform examinations above 95% range through 2022.

School Objective 4.5b: To increase the average grade on the End-of-Cycle 3 French Immersion Language Reading Component of the June Board-wide uniform examinations from baseline of 85.7% (2019) to 88.0% through 2022.

School Objective 4.6a: To maintain the success rate of students on the End-of-Cycle 3 French Immersion Language Writing Component of the June Board uniform examinations above the 95% range through 2022.

School Objective 4.6b: To increase the average grade of students on the End-of-Cycle 3 French Immersion Language Writing Component of the June Board uniform examinations from baseline of 87.6% (2019) to 89.0% in 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 85% range through 2022.	<ul style="list-style-type: none"> • Reference the progression of learning document to help guide teaching • Develop common tools and language throughout grades to help students identify author’s purpose, meaning in a text, relationships, features and structures of the text • Use common tools and language consistently throughout the levels • Implement Daily 5 approach and guided reading strategies throughout levels • Use reading responses in the early cycle to help promote the development of reading strategies earlier on • Use PM Benchmark tool to identify reading levels and monitor improvement • Participate in RTLN initiative training from the school board

<p>The average mark of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations</p>	<p>School Objective 4.1b: To increase the average mark of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations from a baseline of 73.1% in 2019 to 75.0% in 2022.</p>	<ul style="list-style-type: none"> • Emphasis will be put on vocabulary, key words and text comprehension • Active questioning while reading • Promote active engagement of students in new vocabulary, using new words in discussions • Focus will be on both: <ol style="list-style-type: none"> 1. literal questions based on recall and information which can be found easily in text 2. inferential questions based on prior knowledge, prior experience and making connections to text/characters
<p>The 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"> • Teach the use of graphic organizers or brain frames to help students write a well-organized summary of a text • Develop common writing tools and language throughout grades to help students with the writing process: prewriting, drafting, revising, editing, publishing and evaluating • Use common tools and language consistently throughout the levels • Provide feedback throughout the writing process to help guide the student written response • Provide and vary the daily writing activities: journal, response, writer’s notebook
<p>The average mark of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations</p>	<p>To increase the average mark of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations from a baseline of 74.7% in 2019 to 77.0% in 2022.</p>	<ul style="list-style-type: none"> • Promote using new vocabulary and expanding on ideas shared during class discussion within student writing • Use graphic organizers or brain frames to plan for writing • Explicit teaching of the writing process to help students guide the purpose of their writing and their responses • Expose students to variety of writing genres to encourage development of writing process

<p>The success rate of students on the End-of-Cycle 3 French Second Language Reading component of the June Board wide examinations</p>	<p>To increase the success rate of students on the End-of-Cycle 3 French Second Language (Core) Reading Component of the June Board-wide uniform examinations from 79.5% in 2018 to 85.0% in 2022.</p>	<ul style="list-style-type: none"> • Exposure to variety of activities/events in French (e.g. cultural outing, plays, extracurricular, ...) • Exposure to variety of high quality French published works available in the literacy room • Emphasis will be put on vocabulary, key words and text comprehension • Active questioning for understanding while reading • Focus with be on both responding to: <ol style="list-style-type: none"> 1. literal questions based on recall and information which can be found easily in text 2. inferential questions based on prior knowledge, prior experience and making connections to text/characters
<p>The success rate of students on the End-of-Cycle 3 French Second Language Writing component of the June Board wide examinations</p>	<p>To maintain the success rate of students on the End-of-Cycle 3 French Second Language (Core) Writing Component of the June Board uniform examinations above the 95.0% range through 2022.</p>	<ul style="list-style-type: none"> • Explicit teaching on how to use available writing tools (e.g. Becherelle, bilingual dictionary, ...) • Promote using new vocabulary and expanding on ideas shared during class discussion within student writing • Explicit teaching of the writing process to help students guide the purpose of their writing and their responses
<p>The average mark of students on the End-of-Cycle 3 French Second Language Writing component of the June Board uniform examinations</p>	<p>To increase the average grade of students on the End-of-Cycle 3 French Second Language (Core) Writing Component of the June Board uniform examinations from baseline of 82.8% in 2019 to 85.0% in 2022.</p>	<ul style="list-style-type: none"> • Use graphic organizers or brain frames to plan for writing • Explicit teaching of the writing process to help guide the purpose of writing and student responses • Plan for daily writing activities and vary the task (e.g., writer's notebook, journal, ...) • Provide feedback throughout the writing process to better guide student response

<p>The success rate of students on the End-of-Cycle 3 French Immersion Language Reading component of the June Board wide examinations</p>	<p>To maintain the success rate of students on the End-of-Cycle 3 French Immersion Language Reading Component of the June Board-wide uniform examinations above 95% range through 2022.</p>	<ul style="list-style-type: none"> • Exposure to variety of activities/events in French (e.g. cultural outing, plays, extracurricular, ...) • Exposure to variety of high quality French published works available in the literacy room • Emphasis will be put on vocabulary, key words and text comprehension • Active questioning for understanding while reading • Focus will be on both: <ol style="list-style-type: none"> 1. literal questions based on recall and information which can be found easily in text 2. inferential questions based on prior knowledge, prior experience and making connections to text/characters
<p>The average mark of students on the End-of-Cycle 3 French Immersion Language Reading component of the June Board uniform examinations</p>	<p>To increase the average grade on the End-of-Cycle 3 French Immersion Language Reading Component of the June Board-wide uniform examinations from baseline of 85.7% (2019) to 88.0% through 2022.</p>	<ul style="list-style-type: none"> • Improving text comprehension by brainstorming ideas related to the purpose for reading • Focus student attention on the goals for reading and explicitly discuss learning goals • Active questioning of students on the reading content
<p>The success rate of students on the End-of-Cycle 3 French Immersion Language Writing component of the June Board wide examinations</p>	<p>To maintain the success rate of students on the End-of-Cycle 3 French Immersion Language Writing Component of the June Board uniform examinations above the 95% range through 2022.</p>	<ul style="list-style-type: none"> • Explicit teaching on how to use available writing tools (e.g. Becherelle, bilingual dictionary, ...) • Promote using new vocabulary and expanding on ideas shared during class discussion within student writing • Explicit teaching of the writing process to help students guide the purpose of their writing and their responses

<p>The average mark of students on the End-of-Cycle 3 French Immersion Language Writing component of the June Board uniform examinations</p>	<p>To increase the average grade of students on the End-of-Cycle 3 French Immersion Language Writing Component of the June Board uniform examinations from baseline of 87.6% (2019) to 89.0% in 2022.</p>	<ul style="list-style-type: none"> • Use graphic organizers or brain frames to plan for writing • Explicit teaching of the writing process to help guide the purpose of writing and student responses • Plan for daily writing activities and vary the task (e.g., writer’s notebook, journal, ...) • Provide feedback throughout the writing process to better guide student response
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The Living Environment:

School Objective 5.1a: To decrease the rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey from a baseline of 23% in 2019 to 20% by 2022.

School Objective 5.1b: To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey from a baseline of 73% in 2019 to 75% by 2022.

School Objective 5.1c: To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey from a baseline of 24% in 2017 to 21% 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 23% in 2019 to 20% by 2022.</p>	<ul style="list-style-type: none"> • Review student Code of conduct regularly • Post the code of conduct in each classroom • Highlight expected behaviours in monthly assemblies • Invite performances, guest speakers, musical groups, etc...to address and promote pro-social behaviours • Implement Choose LOVE program throughout levels • Organize leadership retreat

<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 73% in 2019 to 75% by 2022.</p>	<ul style="list-style-type: none"> • Provide recess leadership program through Dynamix training (grade 4-6) • Organize school-wide events promoting cross-cycle partnerships • Create yearly partnerships between younger and older grades (e.g. reading buddies, recess buddies, ...) • Create student council
<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 24% in 2017 to 21% by 2022.</p>	<ul style="list-style-type: none"> • Organize Kindergarten Orientation session • Plan Vision Board Workshops • Implement movement/brain breaks throughout the day