

**EDUCATIONAL PROJECT 2023-2027**  
**Nesbitt School**  
**English Montreal School Board**



The educational project is a strategic tool for an educational institution that defines its policy orientations, priority actions and expected results. It is a tool to inform its community with a view to ensuring educational success for all students regardless of age. The educational project reflects the characteristics and needs of the students who attend the educational institution, as well as the community's expectations regarding the education they receive. The educational project is prepared and implemented through the collaborative efforts of the various school stakeholders: students, parents, teachers, and other school staff members as well as community and school board representatives.

The educational project is part of a process designed to promote coordinated action and synergy among the various levels of the education system (MEQ, school boards and educational institutions), with due regard for their specific areas of autonomy and characteristics. This educational project must align with the English Montreal School Board's Commitment to Success Plan.

### **LEGAL FRAMEWORK**

According to the Education Act, Sections 37 and 97.1, an educational institution's educational project must include:

- a description of the context in which the institution acts and the main challenges it faces, particularly with respect to educational success and, in the case of a vocational training centre, the relevance of the training to regional or provincial labour market needs,
- the specific policy orientations of the educational institution and the objectives selected for improving educational success,
- the targets to be achieved by the end of the period covered by the educational project,
- the indicators to be used to measure achievement of these objectives and targets,
- the intervals at which the educational project is to be evaluated, determined in collaboration with the school service centre or school board.

The educational project must:

- respect the students', parents' and school staff's freedom of conscience and of religion (EA, Section 37),
- cover a period that is harmonized with the period covered by the school service centre or school board's Commitment to Success Plan and the period covered by the MEQ strategic plan (EA, Section 37.1, 97.2 and 209.1),
- comply with the terms established by the Minister to coordinate the entire strategic planning process between the educational institutions, the school service centre or school board and the MEQ (EA, Section 459.3),
- be consistent with the school service centre's or school board's Commitment to Success Plan (EA, sections 37 and 97.1).

## COMPOSITION OF THE SCHOOL TEAM

This educational project school team included the Principal, Vice-Principal, four teachers and three parents.

## GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

The following groups were consulted for the development of this educational project:

- Parents at large
- Teachers and In-School Professionals
- In-School Support Staff
- Daycare Staff
- Members of the Governing Board

## 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 1911 and named after the Nesbitt family in Rosemont.

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 or the French Immersion program of study. The English Core program spans Kindergarten 4-Years-Old to Grade 6, whereas the French Immersion program spans Kindergarten 5-Years-Old to Grade 6. Students, staff and the school community benefit from the beautiful greenery which allows for outdoor and environmental projects to take place. Students participate in both physical education, visual arts and music as specialized academic programs. Our school, is currently undergoing a major renovation the first phase of which is expected to last until August 2025. The renovations will focus primarily on modernizing our school facilities to reflect educational needs of students in a modern school. The renovations will include specialized areas to support students with sensory needs, updated technology and technology infrastructure in classrooms and throughout the school, renewed general facilities including classrooms, library, gymnasium, etc.

Nesbitt is a culturally rich school. Out of the 302 students presently registered at Nesbitt, 19 students are in self-contained classroom programs for students with more severe difficulties at various grade levels (Early Stimulation Class, WINGS Jr., and WINGS Sr.), 161 students are in English Core program (K4 – Grade 6) and 122 students are in the French Immersion program (K5 –Grade 6). Our English Core program hosts 55 students diagnosed with difficulties (including autism) whereas our French Immersion program hosts 23 students diagnosed with difficulties (including autism). Our school is an inclusive school that accommodates an academically diverse population. We have two bilingual resource teachers, 16 pupil attendants, and 10 behaviour technicians that support our student progress daily. Additionally, a special education consultant, school psychologist, speech and language pathologist, occupational therapist, autism spectrum consultant and spiritual community animator support the school on a regular basis. One of our main challenges is responding to the many needs of our students on an emotional, social and

academic level.

Overall, the school population represents a total of 29 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, etc. Tutors are made available throughout the school day through various special measures, namely AMSFA and ICOR. French Second Language support and early intervention personnel are present, in favour of literacy development, including in Pre-kindergarten and Kindergarten. The MEES Homework Assistance Program is also provided during lunch and after school, throughout the week, at no cost to parents. During lunch, PELO classes are provided for students so that they can continue to learn about their culture, heritage, and language. Over the past years, we have been able to have both Italian and Spanish through the PELO program.

Among the many of the unique characteristics of our school, Nesbitt offers its students daily breakfast through our partnership with the Breakfast Club of Canada. Additional extra-curricular activities are organized by our Home and School Association. These can include chess, cooking, karate, robotics, etc. Our Home & School organization also organizes fundraisers to support student life.

To accommodate working parents, a daycare program is provided before and after school. The Before and After School Education program (B.A.S.E.) 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. program are immersed in a wholesome and nurturing community composed of several components which include academic assistance through homework help, 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, B.A.S.E. encourages the development of knowledge about social changes and their social impact.

## **MISSION AND VALUES**

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.

## THE CONSULTATION

The different groups were consulted individually through online forms sent to the respective respondent groups by email on two separate occasions. On the first occasion, the consultation forms were open to receive responses for 12 hours in order to permit stakeholders an opportunity to participate. Given a much lower than expected response rate, the forms were re-opened to receive responses for 24h on a later date.

The analysis of the data from the consultation responses reveals a comprehensive set of themes emerging from the school community:

- Increasing educational support and resources
- Increasing and varying extracurricular activities and physical activities
- Supporting different learning styles and needs through adaptable and individual intervention
- Emphasizing timely communication and encouraging parental involvement
- Recognition of dedicated and supportive staff providing quality education
- Tailoring support to the individual student
- Promoting belonging and community
- Improving facilities and playgrounds
- Emphasizing student safety and well-being

Some of these emerging themes will be addressed through the educational project, others will be addressed through different available modalities.

## ACADEMIC OBJECTIVES

The academic section of the educational project is aligned to the school board's Commitment to Success Plan. While the EMSB acknowledges the significance and contributions of all subjects and grades in shaping student development, the primary focus for reporting is on the core subjects at the end of Cycle 3. The end of cycle 3 serves as an indicator of progress for students as they prepare to enter secondary school.

### END OF CYCLE 3 MATHEMATICS

#### EMSB's Objective:

To increase the proportion of end of cycle 3 students demonstrating proficiency (70% to 100%) on the uniform exam (C1) from 61.5% in 2023 to 69% by 2027.

**Table 1: Percentage of End of Cycle 3 Students  
Demonstrating Proficiency on the Uniform Exam (C1)**

	2019	2022	2023
<b>Nesbitt School</b> English Core	83%	17%	39%
<b>Nesbitt School</b> French Immersion	72%	72%	87%
<b>EMSB</b>	68%	55%	68%

Source: Lumix, GPI, 2023

**Table 1A: Percentage of End of Cycle 3 Students  
Successfully Completing the Uniform Exam (C2)**

	2019	2022	2023
<b>Nesbitt School</b> English Core	68%	86%	43%
<b>Nesbitt School</b> French Immersion	66%	78%	93%
<b>EMSB</b>	66%	72%	81%

Source: Lumix, GPI, 2023

**Interpretation:**

For students following the English Core program, the level of proficiency on the Grade 6 uniform Competency 1 exam dropped from 2019 to 2023. These results mimic the school board results in that they drop well-below in 2022 (the year when compulsory end-of-year Mathematics examinations returned post-pandemic) and bounce back in 2023. The school results, however, did not bounce back to the same level they were at before. The school results are below the board results.

For students following the French Immersion program, the level of proficiency on the Grade 6 uniform Competency 1 exam increased from 2019 to 2023. These results do not resemble the school board results as they remained stable from 2019 to 2022 (the year when compulsory end-of-year Mathematics examinations returned post-pandemic) and then increased significantly in 2023. The school results are above the board results.

For students following the English Core program, the success rate on the Grade 6 uniform Competency 2 exam increased sharply from 2019 to 2022 (the year when compulsory end-of-year Mathematics examinations returned post-pandemic) and then dropped sharply in 2023. These results do not resemble the school board results which rose from 2019 to 2023. The school results are below the board results.

For students following the French Immersion program, the level of proficiency on the Grade 6 uniform Competency 2 exam increased from 2019 to 2023. These results mimic the school board results which also rose from 2019 to 2023, although not as sharply. The school results are above the board results.

**Objective:**

To increase the proportion of end of Cycle 3 students in the English Core program demonstrating proficiency on the uniform Mathematics competency 1 exam (C1) from 39% in 2023 to 52% by 2027.

To maintain the proportion of end of Cycle 3 students in the French Immersion program demonstrating proficiency on the uniform Mathematics competency 1 exam (C1) at 87% or above from 2023 through to 2027.

**Additional Goals:**

To increase the success rate of Cycle 3 students in the English Core program on the uniform Mathematics competency 2 exam (C2) from 43% in 2023 to 58% in 2027.

To maintain the success rate of Cycle 3 students in the French Immersion program on the uniform Mathematics competency 2 exam (C2) at or above 93% from 2023 through to 2027.

**END OF CYCLE 3 ENGLISH LANGUAGE ARTS****EMSB's Objectives:**

To maintain the success rate of elementary students on the end of cycle 3 English Reading component of the June examination above the 90% range through 2027.

To maintain the success rate of elementary students on the end of cycle 3 English Writing component of the June examination above the 90% range through 2027.

**Table 2: Nesbitt School AND EMSB Success Rates on the End of Cycle 3 English Language Arts June Examination by Component (%)**

	2019	2022	2023
<b>Nesbitt School</b> English Core Reading Component	96%	74%	100%
<b>Nesbitt School</b> English Core Writing Component	96%	94%	84%
<b>Nesbitt School</b> French Immersion Reading Component	97%	74%	100%
<b>Nesbitt School</b> French Immersion Writing Component	100%	94%	100%
EMSB Reading Component	93%	87%	92%
EMSB Writing Component	96%	95%	93%

Source: Lumix, GPI, 2023

**Table 2A: Nesbitt School AND EMSB Average Grade on the End of Cycle 3 English Language Arts June Examination by Component (%)**

	2019	2022	2023
<b>Nesbitt School</b> English Core Reading Component	72%	68%	67%
<b>Nesbitt School</b> English Core Writing Component	72%	74%	67%
<b>Nesbitt School</b> French Immersion Reading Component	74%	79%	69%
<b>Nesbitt School</b> French Immersion Writing Component	76%	76%	72%
EMSB Reading Component	72%	71%	71%
EMSB Writing Component	76%	76%	72%

Source: Lumix, GPI, 2023

**Interpretation:**

For students following the English Core program, the success rate on the Grade 6 uniform English Reading component exam increased from 2019 to 2023. These results mimic the school board results in that they dropped in 2022 (the year when compulsory end-of-year English examinations returned post-pandemic) and bounced back in 2023 surpassing the previous success rate. The school results are above the board results.

For students following the English Core program, the success rate on the Grade 6 uniform English Writing component exam decreased from 2019 to 2023. Similar to the school board results, the school results dropped from 2019 to 2022 and then again from 2022 to 2023. The school results are below the board results.

For students following the French Immersion program, the success rate on the Grade 6 uniform English Reading component exam increased from 2019 to 2023. These results mimic the school board results in that they dropped in 2022 (the year when compulsory end-of-year English examinations returned post-pandemic) and bounced back in 2023 surpassing the previous success rate. The school results are above the board results.

For students following the English Core program, the success rate on the Grade 6 uniform English Writing component exam remained stable from 2019 to 2023. These results do not resemble the school board results as they dropped slightly from 2019 to 2022 (the year when compulsory end-of-year English examinations returned post-pandemic) and then bounced back in 2023. The school results are above the board results.

**Objective:**

To maintain the success rate of Cycle 3 students in the English Core program on the end of Cycle 3 English Reading component of the June examination at 100% from 2023 through to 2027.

To increase the success rate of Cycle 3 students in the English Core program on the end of Cycle 3 English Writing component of the June examinations from 84% in 2023 to 96% by 2027.

To maintain the success rate of Cycle 3 students in the French Immersion program on the end of Cycle 3 English Reading component of the June examination at 100% from 2023 through to 2027.

To maintain the success rate of Cycle 3 students in the French Immersion program on the end of Cycle 3 English Writing component of the June examination at 100% from 2023 through to 2027.

**Additional Goals:**

To increase the average mark of Cycle 3 students in the English Core program on the on the end of Cycle 3 English Reading component of the June examinations from 67% in 2023 to 73% by 2027.

To increase the average mark of Cycle 3 students in the English Core program on the on the end of Cycle 3 English Writing component of the June examinations from 67% in 2023 to 73% by 2027.

To increase the average mark of Cycle 3 students in the French Immersion program on the on the end of Cycle 3 English Reading component of the June examinations from 69% in 2023 to 75% by 2027.

To increase the average mark of Cycle 3 students in the French Immersion program on the on the end of Cycle 3 English Writing component of the June examinations from 72% in 2023 to 78% by 2027.

**END OF CYCLE 3 FRENCH SECOND LANGUAGE:****EMSБ’s Objectives:**

To maintain the success rate of elementary students on the end of cycle 3 French Second Language, reading component of the June examination at 90.0% through 2027.

To maintain the success rate of elementary students on the end of Cycle 3 French Second Language, writing component of the June examination at or above 90.0% through 2027.

**Table 3: Nesbitt School AND EMSБ Success Rates on the End of Cycle 3 French Second Language June Examination by Component (%)**

	2019	2022	2023
<b>Nesbitt School</b>			
English Core Reading Component	86%	N/A	24%
<b>Nesbitt School</b>			
English Core Writing Component	100%	N/A	56%
<b>Nesbitt School</b>			
French Immersion Reading Component	100%	N/A	100%
<b>Nesbitt School</b>			
French Immersion Writing Component	100%	N/A	100%
EMSБ Reading Component	87%	NA	83%
EMSБ Writing Component	91%	NA	87%

Source: Lumix, GPI, 2023

\*Please note: there is no data available for 2022.

**Table 3A: Nesbitt School French Immersion program AND EMSБ Average Grade on the End of Cycle 3 French Second Language June Examination by Component (%)**

	2019	2022	2023
<b>Nesbitt School</b>			
French Immersion Reading Component	86%	N/A	86%
<b>Nesbitt School</b>			
French Immersion Writing Component	92%	N/A	85%
EMSБ Reading Component	77%	N/A	76%
EMSБ Writing Component	79%	N/A	76%

Source: Lumix, GPI, 2023

\*Please note: there is no data available for 2022.

**Interpretation:**

For students following the English Core program, the success rate on the Grade 6 compulsory French Reading component exam decreased from 2019 to 2023. The school results are below the board results.

For students following the English Core program, the success rate on the Grade 6 compulsory French Writing component exam decreased from 2019 to 2023. The school results are below the board results.

For students following the French Immersion program, the success rate on the Grade 6 compulsory French Reading component exam were maintained from 2019 to 2023. The school results are above the board results.

For students following the French Immersion program, the success rate on the Grade 6 compulsory French Reading component exam were maintained from 2019 to 2023. The school results are above the board results.

**Objective:**

To increase the success rate of Cycle 3 students in the English Core program on the end of Cycle 3 French Reading component of the June examinations from 24% in 2023 to 40% in 2027.

To increase the success rate of Cycle 3 students in the English Core program on the end of Cycle 3 French Writing component of the June examinations from 56% in 2023 to 70% in 2027.

To maintain the success rate of Cycle 3 students in the French Immersion program on the end of Cycle 3 French Reading component of the June examination at 100% from 2023 through to 2027.

To maintain the success rate of Cycle 3 students in the French Immersion program on the end of Cycle 3 French Writing component of the June examination at 100% from 2023 through to 2027.

**Additional Goals:**

To increase the average mark of Cycle 3 students in the French Immersion program on the on the end of Cycle 3 French Reading component of the June examinations from 86% in 2023 to 90% by 2027.

To increase the average mark of Cycle 3 students in the French Immersion program on the on the end of Cycle 3 French Writing component of the June examinations from 85% in 2023 to 90% by 2027.

## SCHOOL CLIMATE

**EMSB's Objectives:**

To decrease the rate of elementary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 31% in 2023 to 25% in 2027.

To increase the rate of elementary students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 59% in 2023 to 65% in 2027.

To decrease the rate of elementary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 31% in 2023 to 22% in 2027.

**Table 4: Nesbitt School Student Perceptions of Selected School Climate Factors (%)**

Factor	Nesbitt School		EMSB		Canadian Norm (2022)
	2019	2022	2019	2022	
Bullying and Victimization	23	28	28	31	29
School Safety	54	59	60	59	61
Anxiety	16	32	22	31	30

Source: OURSCHOOL Survey (The Learning Bar), 2022-2023

**Interpretation:** The OURSCHOOL Survey is a tool that allows students to convey their perceptions of school life. Students take the survey annually; it is anonymous and covers a variety of topics including bullying, school safety, the students' sense of belonging, student anxiety and student-teacher relationships. The survey is one of many tools that schools use to implement the Ministry's policy on bullying and intimidation (Safe School Action Plan). It should be noted that students are asked what they perceived in the last 30 days preceding the survey.

It is worth noting that the Board's Commitment to Success Plan will continue to report on the overall student perceptions of school safety, whereas schools will report on perceptions of school safety during the day. The percentages in the table concerning this factor include student feelings of safety on the way to school and home. This allows schools to give more context to their contribution to this factor.

There are currently several school-wide and targeted interventions in operation at Nesbitt School which aim to reinforce a safe school environment, promote well-being and healthy habits, and instruct conflict resolution skills. Although more complete details are available Nesbitt School's Anti-Bullying Anti-Violence plan, a few of the prevention measures currently in use to support improvements in school climate are:

- Student groups led by the school behaviour technicians
- SPVM United Against Violence prevention program for Cycle 3 students
- Monthly *Gotcha* certificates recognizing monthly school values
- Play-Based Learning activities for preschool students and accompanying workshops for parents
- SHINE Workshops from the Missing Children's Network

**Additional Goals:**

To increase percentage of students with a positive sense of belonging, who feel accepted and valued by their peers, from 75% in 2022\* to 81% by 2027.

To increase percentage of students with a positive relationships, who have friends at school they can trust and who encourage them to make positive choices, from 81% in 2022\* to 87% by 2027.

\* The OurSchool survey results from the student survey which took place in November/December 2023 are not currently available.

## PRESCHOOL PROGRAM

Connecting with parents of preschoolers is crucial for preschools to establish positive ties with the community. By building relationships, sharing information, and addressing common concerns, preschools contribute to creating a supportive and engaging community for both children and families. Reaching out to parents not only builds trust but also strengthens the sense of partnership and collaboration with families. This partnership goes beyond the child's early education, creating a lasting and meaningful connection.

The MEQ has created a document titled *the Guide to Support the Parent Component: Preschool Education for 4-Year-Olds* (August 2021). This guide offers suggestions for schools to facilitate a minimum of 10 meetings over the academic year for parents of 4-year-old preschoolers. The guide recognizes that families care about their children's well-being and success and that part of doing their best to support their children's development is to be collaborative partners with the school and the school team.

There are several activities/events which take place throughout the school year whereby parents of 4-year-old preschool children are invited to participate and support their child's development in collaboration with the school team. Examples of such activities which take place at Nesbitt are Welcome to Kindergarten, Curriculum Night, Play-Based Learning parent workshops, classroom activities where parents are invited to participate with the class, K4 Graduation, etc.

The school plans to gradually increase the number of activities inviting parents of 4-year-old students to the school over the course of the next three years so that it meets the target of 10 yearly meetings by 2027.

The goal is to host 4 events in 2023-2024, 6 events in 2024-2025, 8 events in 2025-2026, and 10 events in 2026-2027 inviting parents of 4-year-old Kindergarten students to school to participate in programs and to develop a positive and collaborative relationship with the school and the staff.

Our school will report anecdotally on the events planned for parent outreach.

## DIGITAL COMPETENCY

In 2018, the MEQ launched its Digital Action Plan which was its blueprint for the integration of digital technology and associated innovative pedagogical practices into the education sector. In 2019, the MEQ published its Digital Competency Framework with 12 dimensions, which was derived from the Digital Action Plan.

The ICT-RÉCIT team from the school board has been working with schools to train TIF teachers and integrate technology with students that develops their competency through the 12 dimensions. Schools will report anecdotally on how the competency is being developed and the number of professional development events that staff attend.

Teachers will participate in workshops presented by the EMSB's ICT-RECIT and at conferences such as LEARN and QPAT on the integration of technology into classroom learning and teaching activities. After attending these sessions teachers will share their learning at school with other staff.

## APPENDIX: OBJECTIVES AT A GLANCE

OBJECTIVE	Specific Initiatives Towards Improvement
<p>To increase the proportion of end of Cycle 3 students in the English Core program demonstrating proficiency on the uniform Mathematics competency 1 exam (C1) from 39% in 2023 to 52% by 2027.</p> <p>To maintain the proportion of end of Cycle 3 students in the French Immersion program demonstrating proficiency on the uniform Mathematics competency 1 exam (C1) at 87% or above from 2023 through to 2027.</p>	<p>Targeted tutoring</p> <p>Develop reading, comprehension, and analytical skills through activities and clubs. Examples of potential clubs include reading, chess, and robotics clubs</p> <p>Develop more linguistically immersive classrooms to enhance the learning outcomes of specific subjects</p>
<p>To increase the success rate of Cycle 3 students in the English Core program on the uniform Mathematics competency 2 exam (C2) from 43% in 2023 to 68% in 2027.</p> <p>To maintain the success rate of Cycle 3 students in the French Immersion program on the uniform Mathematics competency 2 exam (C2) at or above 93% from 2023 through to 2027.</p>	<p>Targeted tutoring</p> <p>Develop reading, comprehension, and analytical skills through activities and clubs. Examples of potential clubs include reading, chess, and robotics clubs</p> <p>Develop more linguistically immersive classrooms to enhance the learning outcomes of specific subjects</p>
<p>To maintain the success rate of Cycle 3 students in the English Core program on the end of Cycle 3 English Reading component of the June examination at 100% from 2023 through to 2027.</p> <p>To increase the success rate of Cycle 3 students in the English Core program on the end of Cycle 3 English Writing component of the June examinations from 84% in 2023 to 96% by 2027.</p> <p>To maintain the success rate of Cycle 3 students in the French Immersion program on the end of Cycle 3 English Reading component of the June examination at 100% from 2023 through to 2027.</p> <p>To maintain the success rate of Cycle 3 students in the French Immersion program on the end of Cycle 3 English Writing component of the June examination at 100% from 2023 through to 2027.</p>	<p>Targeted tutoring</p> <p>Extended activities that focus on enhancing reading skills, reading comprehension and writing. Examples include reading club, drama club, and improv club</p> <p>Regular communication of available resources that support reading development to parents (i.e. Raz Kids, Virtual Library, etc.)</p> <p>Offering field trips that have literary focus</p> <p>School-wide or grade-wide activity/project with focus on writing</p>

<p>To increase the average mark of Cycle 3 students in the English Core program on the on the end of Cycle 3 English Reading component of the June examinations from 67% in 2023 to 73% by 2027.</p> <p>To increase the average mark of Cycle 3 students in the English Core program on the on the end of Cycle 3 English Writing component of the June examinations from 67% in 2023 to 73% by 2027.</p> <p>To increase the average mark of Cycle 3 students in the French Immersion program on the on the end of Cycle 3 English Reading component of the June examinations from 69% in 2023 to 75% by 2027.</p> <p>To increase the average mark of Cycle 3 students in the French Immersion program on the on the end of Cycle 3 English Writing component of the June examinations from 72% in 2023 to 78% by 2027.</p>	<p>Targeted tutoring</p> <p>Extended activities that focus on enhancing reading skills, reading comprehension and writing. Examples include reading club, drama club, and improv club</p> <p>Regular communication of available resources that support reading development to parents (I.e. Raz Kids, Virtual Library, etc.)</p> <p>Offering field trips that have literary focus</p> <p>School-wide or grade-wide activity/project with focus on writing</p>
<p>To increase the success rate of Cycle 3 students in the English Core program on the end of Cycle 3 French Reading component of the June examinations from 24% in 2023 to 40% in 2027.</p> <p>To increase the success rate of Cycle 3 students in the English Core program on the end of Cycle 3 French Writing component of the June examinations from 56% in 2023 to 70% in 2027.</p> <p>To maintain the success rate of Cycle 3 students in the French Immersion program on the end of Cycle 3 French Reading component of the June examination at 100% from 2023 through to 2027.</p> <p>To maintain the success rate of Cycle 3 students in the French Immersion program on the end of Cycle 3 French Writing component of the June examination at 100% from 2023 through to 2027.</p>	<p>Targeted tutoring</p> <p>Offer at least one French cultural activity or field trip per year.</p> <p>Increase accessibility to French resources that are level-appropriate through in-class libraries.</p> <p>School-wide or grade-wide activity/project with focus on writing</p> <p>Encourage poetry, music, and song to develop French language vocabulary and language conventions</p>

<p>To increase the average mark of Cycle 3 students in the French Immersion program on the on the end of Cycle 3 French Reading component of the June examinations from 86% in 2023 to 90% by 2027.</p> <p>To increase the average mark of Cycle 3 students in the French Immersion program on the on the end of Cycle 3 French Writing component of the June examinations from 85% in 2023 to 90% by 2027.</p>	<p>Targeted tutoring</p> <p>Offer at least one French cultural activity or field trip per year.</p> <p>Increase accessibility to French resources that are level-appropriate through in-class libraries.</p> <p>School-wide or grade-wide activity/project with focus on writing</p> <p>Encourage poetry, music, and song to develop French language vocabulary and language conventions</p>
<p>To increase percentage of students with a positive sense of belonging, who feel accepted and valued by their peers, from 75% in 2022 to 81% by 2027.</p> <p>To increase percentage of students with a positive relationships, who have friends at school they can trust and who encourage them to make positive choices, from 81% in 2022 to 87% by 2027.</p>	<p>Increase access to resources and activities provided at the school</p> <p>Conflict resolution and emotional awareness and regulation workshops for students</p> <p>Develop social skills through extra-curricular activities</p> <p>Student leadership groups to support and model during activities and transitions</p> <p>Continue highlighting positive student behaviour through Gotcha and Recess Stars reward system</p>
<p>Host 4 events in 2023-2024, 6 events in 2024-2025, 8 events in 2025-2026, and 10 events in 2026-2027 inviting parents of 4-year-old Kindergarten students to school to participate in programs and to develop a positive and collaborative relationship with the school and the staff.</p>	
<p>Teachers will participate in workshops presented by the EMSB's ICT-RECIT and at conferences such as LEARN and QPAT on the integration of technology into classroom learning and teaching activities. After attending these sessions teachers will share their learning at school with other staff.</p>	