



Commission scolaire English-Montréal
English Montreal School Board



EDUCATIONAL PROJECT
OUR LADY OF POMPEI
ELEMENTARY SCHOOL

2019-2022

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The Educational Project

The educational project is a strategic tool for defining and making known to the educational community of a school the orientations, priorities for action and expected results to ensure the educational success of all students. It is developed in response to the characteristics and needs of the students attending the school and the community's educational expectations.

The goal of the educational project of a school makes it possible to share, with all its educational stakeholders (students, parents teachers and other school staff, as well as representatives of the community and the School Board), a common vision of findings and challenges to create a mobilization around student-centred goals and objectives. The Educational Project describes what the school intends to do to ensure the educational success and well-being of all its students and the efforts that will be necessary to achieve it.

The Legal Framework

Article 36 of the Education Act states, “In keeping with the principle of equality of opportunity, the mission of a school is to impart knowledge to students, foster their social development and give them qualifications, while enabling them to undertake and achieve success in a course of study.

A school shall pursue its mission within the framework of an educational project.”

The law describes:

- the principal content of the educational project (Article 37)
- the period covered by the project (Article 37.1, 459.3)
- the role of the governing board and the various stakeholders involved in the school community (Article 74)
- the communication of the educational project and its evaluation to the public, in particular the parents and school staff (Article 75)
- the role of the principal in the coordination of the process (Article 96.13)
- the role of the school board in ensuring coherence with the Commitment-to-Success Plan (Article 209.2)

Groups that Collaborated in the Development of the Project

- The governing board
- The school team

Groups Consulted in the Development of the Project

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

School Profile

Our Lady of Pompei Elementary School has 167 students from preschool to grade six. The school offers a Bilingual program from Pre-Kindergarten to Cycle 3. Students in the Bilingual program receive 50% of their instruction in French and 50% in English. The language of instruction alternates daily (Monday to Thursday) and students receive instruction in both languages on Friday. In Cycle 1, Math is taught in French, however, in Cycles 2 and 3, it is taught in English. The school's Bilingual program prepares the students for education in Quebec. Furthermore, we strive to prepare our students for higher learning and to become contributing citizens in society.

A Technology Initiative has been implemented in our school for the 2019-20 academic school year. The initiative will focus on 3 main spheres; robotics, coding and multi-media. From grades 1 to 6 we have one to one classrooms, which means each child has their own device. Grades 1 to 3 are equipped with iPads and grades 4 to 6 are equipped with Chromebooks. Preschool students are being introduced to the use of iPads in their learning. This enables teachers to integrate technology into the curriculum on a daily basis. Furthermore, the school has implemented the Seesaw platform in order to engage students to create, discover and reflect, as well as, serving as a communication tool between teachers and parents.

Moreover, our technology initiative involves elements inspired by STEAM. It is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics to guide student inquiry, dialogue, and critical thinking. The end results are students who take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration and work through the creative process.

In addition to these programs, we also offer the following pedagogical programs/services; Arts program (Music and Visual Arts), Resource Services (in class academic support as well as a guided reading approach) and a Reading Remediation Program (one on one support reinforcing reading skills for students at-risk academically).

Approximately 10% of our student population has an I.E.P. with 15 coded students, while approximately another 25% have been identified as being at risk academically. These numbers do not include our newly arrived students nor our English Second Language (ESL) students. The challenges we face in the instruction of our curriculum include the differentiation required when teaching students with special needs and learning disabilities.

Our Lady of Pompei Elementary School is situated at 9944 St. Michel Boulevard in Montreal North bordering on the Ahuntsic area. Our school serves both the communities of Montreal North and Ahuntsic. Our boundaries extend from the railroad tracks located south of Industriel Blvd and north of Louvain Street all the way to the Rivière des Prairies and from Pie IX Boulevard to Hamel Street just east of Christophe Colomb Boulevard. Approximately 85 students make use of daycare services throughout the day. Approximately 91% of the children in the school were born in Quebec and 76% of our students use English as the main language spoken at home. A significant number of students are of Italian heritage thus, there is an interest for a weekly Italian PELO class (MEES Heritage Language Program).

The territory served by the school is mainly composed of working class areas with several pockets of lower socio-economic status. The poverty index for the school is 10, with 10 being the maximum according to the IMSE Index issued by the MEES. Furthermore, the school is classified as a Category 3, with 1 being the lowest on the ICORE index. Consequently, we are allocated additional funds which allow the school to provide an after school Homework Assistance Program, as well as, a Robotics Club. In addition, in-class tutoring support, subsidized educational outings, a Reading Remediation Program and a Social Integration Facilitator are also funded. Due to these classifications, students benefit from a subsidized daily snack and milk program. Subsidized meals can be provided to qualified families. However, all families can purchase daily lunches from our hot meal provider.

The school staff is comprised of one principal, thirteen teachers, three attendants, one behaviour technician, four daycare staff, one secretary and two caretakers. There are two Preschool teachers (Pre-Kindergarten and Kindergarten) and a Preschool support teacher, seven Homeroom teachers, a Music/Art teacher, a Physical Education teacher, and a Bilingual Resource teacher. The resource teacher has a classroom where they can work with students. There is one teacher designated as the staff assistant. In addition to the attendants and behaviour technician, the Complementary Service Team from the Board includes a Psychologist and a Speech Language Pathologist. They are present at school on a weekly basis. The Occupational Therapist is present on an ad hoc basis. Furthermore, the school also receives the following services from the local CIUSSS; a Social Worker, a Nurse, as well as a Dental Hygienist. The school staff is dedicated and works diligently to support the whole child. The staff is supportive of each other and in developing a strong school climate where students feel like they are part of a caring community.

Our Lady of Pompei Elementary School provides its students with a vibrant student life experience. The Physical Education department and Student Life committee offer students a wide array of both co-curricular and extracurricular activities. Nearly all of our Cycle 3 students participate in several G.M.A.A. (Greater Montreal Athletic Association) sporting events, such as Soccer, Basketball and Flag Football. In order for our students to be prepared for these sporting events, there are lunchtime practices. We also provide our Grades 4, 5 and 6 students the opportunity to learn how to downhill ski through our annual ski trip to Mont Saint Bruno. On alternate years, Cycle 3 students participate in the Sun Youth Soccer tournament. Additional school-wide physical activities include our annual Welcome Back Day celebration, Winter Carnival and Fun Day in June. Students benefit from 2 school yards for our senior (Grades 4-6) and junior (Pre-K to Grade 3) students.

Our Lady of Pompei takes great pride in its continuous implementation of activities to enhance student life and pro-social behaviour. Our student council, composed of Grade 5 and 6 students play a pivotal role in the organization of Cycle 3 dances and seasonal activities. This helps promote their leadership skills amongst the student body. Each term, students are recognized for their outstanding academic achievement as well as for displaying selected virtues (Team Player, Hard Worker, Improvement and Polite and Respectful).

Furthermore, our students participate in numerous workshops (health and social awareness) and presentations (bus safety and school perseverance) on issues that are pertinent to their development. Students are also sensitized on several humanitarian causes and select a charitable organization to fundraise (such as the Terry Fox Foundation and MIRA Foundation) on a yearly basis. Additionally, the school has several family events where the school community has the opportunity to come together, i.e., Sugar Shack outing and Family BBQ in June.

Our BASE (Before and After School Enriched) daycare program, “provides students with enriching and educational activities in a calm, safe and nurturing environment. Moreover, it provides students to grow and develop through project-based learning.” Students are engaged in creative arts, physical activities, media awareness, and environmental consciousness. In addition, our school offers other extra-curricular activities after school. These activities are overseen by external organizations for an additional cost to parents (Educ-Action).

At Our Lady of Pompei, parental involvement is seen as important. Relations between teachers, parents and students are generally supportive and collaborative. The members of the governing board are actively involved in working to support school improvement. The Parent Participation Organization (PPO) meets regularly and is very implicated in school life. The PPO members organize annual activities such as Halloween Fair, Breakfast with Santa, Pasta Dinner and the Family BBQ.

The OURSCHOOL Survey is administered once a year and provides feedback to administration about student perceptions of their daily lives. Within the last year, we have learned that our rate of perceived victimization (bullying) has remained stable among the students. Most students report that they feel safe at school and have a sense of belonging to the Our Lady of Pompei community. We have noticed that anxiety has decreased amongst the student body.

Our Lady of Pompei’s Management and Educational Success Agreement (MESA) contains the five goals determined by the School Board, complemented by objectives, strategies and targets determined by the school.

It is evident from the successive Annual reports of the school, the most recent being for the 2017-2018 school year.

- Students’ results on the End of Cycle 3 June Mathematics Exam (C2: Mathematical Reasoning Component) for the Bilingual Program fluctuated from 2015 to 2018.
- Student results in the French Reading Component have remained stable. In the Writing Component, results have slightly decreased, mirroring the EMSB results.
- The results of the Reading Component have increased slightly.

In addressing each of these goals, the school staff has been making use of data to monitor progress towards the established targets and inform decision-making. The staff has gradually been developing a greater sensitivity to which strategies and measures are having a positive impact.

Our Mission and Values

Our vision and mission at Our Lady of Pompei Elementary School is to educate the whole student. We are committed to the development of the intellectual, physical and social capacity of all our students. We believe this is best achieved through a learning environment that is caring, safe, healthy and stimulating. We aim to provide programs and services which will allow our students to reach their full potential. We strive to foster in our students a passion for learning, to become literate and critical thinkers, thus allowing them to contribute positively to society. We think that success in these endeavors can only be achieved through a committed partnership between the school, the community, and the home.

Our school is committed to offering a program of quality education that focuses on rights and responsibilities. The recognition of cultural diversity of the student population is an important ingredient of our program, both in the academic areas as well as in the cultural aspects of the curriculum.

The Consultation

To assist with determining objectives for the Educational Project, Our Lady of Pompei conducted a survey with the parent community and one with the staff of the school. Both surveys were anonymous in order to provide a forum where stakeholders could express their views and opinions freely. A major concern shared by both the staff and parent community is the low enrollment and potential school closure.

Alignment to the EMSB's Commitment-to-Success Plan

The school's educational project contains the specific policies of the school and the objectives selected for improving student success. These must be consistent with the school board's Commitment-to-Success Plan (Article 37). In what follows, the school will demonstrate how the selected objectives are coherent and consistent with those of the school board's Commitment-to-Success Plan.

EMSB Orientations, Objectives and School Objectives

Orientation: Improved Academic Success

EMSB OBJECTIVE

Graduation and qualification

To increase the percentage of students under the age of 20 who obtain a first diploma (SSD or DVS) or qualification after 7 years from 88.6% in 2016 to 91.0% by 2022

The role of elementary education is to ensure the broad-based development of students. This means ensuring that all children are able to develop their cognitive, social, emotional, cultural and physical skills to the best of their abilities, preparing them for secondary school. While elementary schools do not directly impact the school board's objective towards graduation, their contribution is essential, in laying those foundational skills needed by students to be successful throughout their academic journey.

The Board has decided to monitor the core subjects (Mathematics and languages) in the elementary schools. The languages appear under the objectives for *Language Proficiency*.

EMSB Objective:

To increase the success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination from 74.3% in 2017 to 75.0% by 2022.

Mathematics 6 (Cycle 3 year 2)

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

Year	OUR LADY OF POMPEI Success Rate of EOC3 Mathematical Reasoning (C2)	EMSB Success Rate on EOC3 Mathematical Reasoning (C2)
2015	56.4 (22/39)	64.0
2016	70.8 (17/24)	65.2
2017	83.3 (30/36)	74.3
2018	51.5 (17/33)	70.4

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 increased steadily from 56.4% in 2015 to 83.3% in 2017. There was a significant decrease in 2018 to 51.5%. The results of the school mirror those of the Board.

In establishing our baselines, we chose to take an average of the last four years. The baseline for the last four years is 65.5%.

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 65.5% in 2019 to 75.0% by 2022.

Orientation: Equity among Various Groups

EMSB OBJECTIVE

Equity

To reduce the gap in success rates between boys and girls from 8.2% in 2016 to 6.2% by 2022.

In examining equity issues, we sought out evidence in determining the gap in success rates that may exist between boys and girls. We have examined English Language Arts, French Second Language (core, bilingual and immersion) and Mathematics. As a result of our analysis, we will concentrate our efforts in: English Language Arts, the Reading Component on the June MEES End-of-Cycle Examinations and French Second Language and the Writing Component on the June board-wide End-of-Cycle uniform Examinations.

Table 2: OUR LADY OF POMPEI 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
OUR LADY OF POMPEI (Boys)	91.3 (20/22)	8.7	94.1 (16/17)	5.9
OUR LADY OF POMPEI (Girls)	100 (14/14)		100 (17/17)	
EMSB (Boys)	83.4	10.4	83.5	11.3
EMSB (Girls)	93.8		94.8	

EMSB Local Data, 2018

Table 2 shows the success rate of boys on the English Language Arts EOC 3 June MEES Examination Reading Component increased from 91.3% in 2017 to 94.1% in 2018 and the success rate of girls remained constant at 100%. The 8.7% gap in 2017 represents two less boys being successful while the 5.9% gap in 2018 represents one less boy being successful. There is no real gap. Further data will allow us to gain a better grasp of the situation. As such, the baseline will be calculated using an average of the two. The baseline is 7.3%.

School Objective 2: To maintain the parity in success rates between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination within a 5% range through 2022.

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

	2016-2017	Gap	2017-2018	Gap
OUR LADY OF POMPEI (Boys)	100 (22/22)	0	93.8 (15/16)	0.8
OUR LADY OF POMPEI (Girls)	100 (14/14)		94.1 (16/17)	
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 the boys on the French Second Language End-of-Cycle 3 Board-wide Examination Writing Component decreased from 100% in 2017 to 93.8% in 2018 and the success rate of the girls decreased from 100% in 2017 to 94.1% in 2018. The decrease appears significant when reporting it as a percent due to the small number of students whose weighting affects the success rate substantially. In reality, only one girl and one boy were not successful in 2018. There is no gap in success rates between the boys and girls.

School Objective 2.1: To maintain the parity in success rates between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination within a 5% range through 2022.

Orientation: Mastery of Languages

EMSB OBJECTIVE

Language Proficiency

English Language Arts

Objective 4: To increase the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations from 88.5% in 2017 to 90% by 2022.

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

French Second Language (base)

Objective 4.3: To increase the success rate of students on the End-of-Cycle 3 French Second Language (base) Reading component of the June MEES examinations from 87.6% in 2017 to 90% by 2022.

Objective 4.4: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (base) Writing component of the June MEES examinations above the 90% range through 2022.

English Language Arts

**Table 4: OUR LADY OF POMPEI Success Rates in End-of-Cycle 3
English Language Arts MEES Examination (%)**

Year	Reading Component		Writing Component	
	OUR LADY OF POMPEI	EMSB	OUR LADY OF POMPEI	EMSB
2015-2016	95.8 (23/24)	92.4	100 (24/24)	97.5
2016-2017	94.4 (34/36)	88.5	91.7 (33/36)	94.5
2017-2018	97.1 (33/34)	89.1	88.2 (30/34)	94.1

Source: EMSB Local Data 2018

In June of 2016, the exam rubrics changed; as such, only three years of data is presented.

Table 4 shows that the success rate of the Reading Component on the End-of-Cycle 3 MEES Examination of Our Lady of Pompei School remained stable at around 95%. The school’s success rate in the Writing Component decreased from 100% in 2016 to 88.2% in 2018. Given the school’s small sample size, this decrease represents approximately 4 students who were not successful. This decrease in the Writing Component reflects the downward trend, similar to that of the Board. The school will maintain the success rate above 95% for the Reading Component and maintain the success rate above 90% for the Writing Component.

Table 5: OUR LADY OF POMPEI Proficiency in the End-of-Cycle 3 English Language Arts MEES Examination (%)

	Reading Component	
Year	OUR LADY OF POMPEI	EMS B
2016-2017	73.5	71.2
2017-2018	76.0	72.8

Source: EMSB Local Data 2018

As a result of the very high success rate in Reading, the school has undertaken to improve the proficiency level of students. Table 5 shows the average mark on the Reading Component increased from 73.5% in 2017 to 76.0% in 2018. The results of the school are slightly higher than those of the Board. To calculate the baseline, an average of the last two years will be used. The baseline is 74.8%.

Objective 4: To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above 95% 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% through 2022.

Objective 4.2: To increase the average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations from a baseline of 74.8% in 2019 to 77.0% in 2022.

French Second Language (Bilingual Program)

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

Year	Reading Component		Writing Component	
	OUR LADY OF POMPEI	EMS Bilingual	OUR LADY OF POMPEI	EMS Bilingual
2014-2015	69.2	80.2	97.4	89.3
2015-2016	91.7	96.1	100	97.9
2016-2017	94.4	92.6	100	97.3
2017-2018	91.2	93.1	93.9	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 increased significantly from 69.2% in 2015 to 91.7% in 2016. The exam format changed in 2017 to include audio and visual texts in addition to written texts. Since then, the success rate has hovered in the mid-nineties range. In the Writing Component, the success rate was above 97% for three of the last four years, with a success rate of 93.9% in 2018.

In determining the baseline, the average of the results of the last two years will be used. The baseline for the Reading component is 92.8%. The baseline for the Writing component is 97.0%. The school will maintain an average above 90% for Reading and above 95% for Writing.

Objective 4.2: 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% through 2022.

Objective 4.3: 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 95% through 2022.

Orientation: Well-being of the School Community

EMSB OBJECTIVE

A welcoming, safe, and caring living environment

EMSB Objective: To decrease the rate of elementary students who report victimization resulting from bullying on the OURSCHOOL survey from 24% in 2017 to 22% by 2022

EMSB Objective: To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL survey from 65% in 2017 to 68% by 2022

EMSB Objective: To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL survey from 18% in 2017 to 16% by 2022

Students Perception of Bullying, Perception of School Safety and Sense of Anxiety:

Table 7: EMSB Elementary Student’s Perception of Bullying, Perception of School Safety and Sense of Anxiety (%)

Year	OUR LADY OF POMPEI Bullying*	EMSB Bullying	SCHOOL NAME School Safety**	EMSB School Safety	SCHOOL NAME Anxiety***	EMSB Anxiety
2015-2016	20	24	69	67	16	18
2016-2017	28	24	67	65	21	18
2017-2018	25	23	51	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 7 shows that the perception of bullying has fluctuated at our school over the last few years, from 20% in 2016 to 28% in 2017, and the decreasing to 25% in 2018. Table 7 also shows that the perception of school safety has decreased from 69% in 2016 to 51% in 2018. While there isn't a one-to-one correlation between bullying and the sense of safety in school, there is some correlation. The data suggests that the perception of school safety is greater when the perception of bullying is greater. This implies that there may not have been a clear understanding on the part of the students about these concepts

Table 7 shows that the perception of anxiety of our students has increased from 16% in 2016 to 24% in 2018.

In establishing our baselines, we have chosen to take the average of the last three years for each indicator.

School Objective 5.0: To decrease the rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey from a baseline of 23% in 2019 to 20% 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 63% in 2018 to 68% by 2022.

School Objective 5.2: To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey from a baseline of 20% in 2018 to 16% by 2022.

Orientation: Well-being of the School Community

EMSB OBJECTIVE

Physical Activity:

To increase the number of elementary schools which have implemented 60 minutes per day of physical activity for their students from 10 schools in 2018 to all 35 schools by 2022.

The Ministry has prioritized the increase of physical activity in elementary schools by introducing an initiative that allows students the opportunity to accumulate 60 minutes of physical activity during each school day. This is not part of a physical education program; an increase in physical activity involves providing students with exercise, movement and alternatives to sedentary learning.

The intention of this initiative is not only to enhance the physical wellbeing of students, but also to bring about a change in school culture over time. Integrating physical activity throughout the school day is expected to have a positive effect on students' educational success, retention, sense of satisfaction, collaboration and teamwork amongst students and to improve classroom behavior.

School Objective 6: To prepare for the implementation of the MEES initiative of 60 minutes of physical activity per day for all students in the 2020-2021 academic year.

Implementation and Monitoring of the Project

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

Signatory Parties

ON BEHALF OF THE SCHOOL

GOVERNING BOARD CHAIRPERSON

PRINCIPAL

ON BEHALF OF THE SCHOOL BOARD

DIRECTOR GENERAL

GOVERNING BOARD RESOLUTION

OUR LADY OF POMPEI 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:

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 65.5% in 2019 to 75.0% by 2022.

Indicator	Target	Strategies
<p>The success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination</p>	<p>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 65.5% in 2019 to 75.0% by 2022.</p>	<ul style="list-style-type: none"> • Use Progression of Learning Document to identify essential knowledge • Use OLP Curriculum Guide • Students will complete application questions throughout the year on decimals, fractions, percentages & number facts • Students will be exposed to situational problems • Students will use manipulatives, educational websites, and computer applications • Looking into alternative web-based programs to facilitate the acquisition of math concepts • Mental Math in class • Additional support/resource for students with difficulties in Math

Equity:

Objective 2: To maintain the parity in success rates between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination within a 5% range through 2022.

Objective 2.1: To maintain the parity in success rates between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination within a 5% range through 2022.

Indicator	Target	Strategies
The gap in success rates between the boys and girls	To maintain the parity in success rates between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination within a 5% range through 2022.	<ul style="list-style-type: none">• Stimulating response to literature with the use of picture books from PRE-K to Grade 6• Provide literature that is of interest to both boys and girls• Integrating technology to complete assignments/class work such as Google Classroom, Reading A to Z, etc.
The 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">• Activity and brain breaks• Promote use of technology to complete assignments/class work• Integrating technology to complete assignments/class work such as Google Classroom

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 95% 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% through 2022.

Objective 4.2: To increase the average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations from a baseline of 74.8% 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% 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 95% through 2022.

Indicator	Target	Strategies
The success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations	To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above 95% through 2022.	<ul style="list-style-type: none"> • Use the Progression of Learning document to identify essential knowledge. • Use OLP Curriculum Guide • Use of Nelson Benchmark Tools to assess student’s reading level • Use appropriate at level guided reading materials for students • Home Reading • Conference with students • Teacher led writing and reading centers • Students will be exposed to LES type activities throughout the year • Educational Websites & Applications • Daily Writing Activity Block • Stimulating reading response through picture books (PRE-K to Grade 6)
The success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations	To maintain the success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations	

	above 90% range through 2022.	
The average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations	To increase the average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations from a baseline of 74.8% in 2019 to 77% in 2022.	
The success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading component of the June MEES examinations	To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading component of the June MEES examinations above 90% range through 2022.	<ul style="list-style-type: none"> • Use the Progression of Learning document to identify essential knowledge. • Use OLP Curriculum Guide • Use of Nelson Benchmark Tools to assess student’s reading level. • Students will complete 1 LES per year • Educational Websites & Applications such as Google Classroom and Kami
the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Writing component of the June Board uniform examinations	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 95% range through 2022.	

The Living Environment:

Objective 5.0: To decrease the rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey from a baseline of 23% in 2019 to 20% 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 63% in 2018 to 68% by 2022.

Objective 5.2: To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey from a baseline of 20% in 2018 to 16% by 2022.

Indicator	Target	Strategies
The rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey	To decrease the rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey from 23% in 2019 to 20% in 2022.	<ul style="list-style-type: none"> • Workshops and presentations from community organizations • Workshops given by Spiritual Community Animator • Provide structured play through the Student Leadership Program • Provide mediation for students in a conflict situation • Hold student assemblies each term • Teach proper online etiquette on all platforms (i.e. Google Classroom, TEAMS)
The rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey	To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey from a baseline of 63% in 2018 to 68% by 2022.	<ul style="list-style-type: none"> • Offer students workshops on school & personal safety • Offer workshop on bus safety to Pre-Kindergarten to Grade1 Students • Offer students team building activities • Offer proper Fire Drill and Lockdown procedures and practice drills • (Virtually) Weekly individualized meetings between students/teacher
The rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey	To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey from a baseline of 20% in 2018 to 16% by 2022.	<ul style="list-style-type: none"> • Offer students study & organizational workshops • Put in place consistent class & school routines • Provide individual support to students experiencing high levels of anxiety • Resource teachers, attendants, Behaviour, Technicians to offer support to students