



Commission scolaire English-Montréal
English Montreal School Board



EDUCATIONAL PROJECT

Roslyn 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-centered goals and objectives. The Educational Project describes what the school intends to do to ensure the educational success and well-being of all its students and the efforts that will be necessary to achieve it.

The Legal Framework

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

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

The law describes:

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

Groups that Collaborated in the Development of the Project

- The governing board
- The school team, composed of a few staff members and educational consultants, 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
- YMCA and Tyndale Representatives

School Profile

OUR SCHOOL PORTRAIT:

Roslyn Elementary School is located in Westmount. At the time of its inauguration in 1908 it served mainly the Westmount community, but the territory it serves has been expanded to include also St. Henri, Little Burgundy, Pointe St. Charles, Cote-Des-Neiges, and Montreal. In the late 1960s Roslyn pioneered the design and implementation of French Immersion model developed by the Protestant School Board of Greater Montreal and in use since 1998 by the English Montreal School Board (EMSB). We are one of the largest elementary schools in the EMSB with a population of 675 students, and we offer a highly successful French Immersion Program for students in Kindergarten through Grade Six.

Roslyn School is presently attended by a diverse student population. As a result, it strives to offer an environment conducive to social interaction and cultural awareness. Roslyn's primary focus is to foster academic success and to increase mindfulness and kindness in all students. In order to serve our population, Roslyn is the recipient of additional funding due to its inner city status. This budget provides students with the opportunity to have equal access to resources and experiences. We enjoy an excellent reputation and our location makes us a school of choice for diplomats and academics. Our enrollment has remained relatively steady and Roslyn is also home to approximately 92 international students and out of province students, making up 14% of our population. These students benefit from an in-school tutor and are provided access to a language learning program allowing them to develop the French language skills required to adapt to the Quebec education program. Roslyn is fortunate to offer an enclosed classroom comprised of a classroom teacher, a behaviour technician and a child care worker servicing students on the Autism Spectrum. Students follow their regular grade level program in a differentiated environment with the goal of becoming fully integrated in the regular classroom with the rest of their peers.

The school is located in a residential area in the heart of affluent Westmount. The school is bordered by the borough of Cote-des-Neiges to the North, downtown Montreal to the East, the borough of St-Henri to the South and the borough of Notre-Dame-de-Grace to the West. Since the school's territory is quite large, 11 school buses in the morning and 10 school buses in the afternoon provide transportation to the majority of our students. Roughly 90 students make use of after-school programs offered through the Home and School Association and approximately 90 students attend off-premises after school daycare services (Tyndale, YMCA, Greene Center, BASE at Westmount Park) and 80 students attend morning services offered through the YMCA (hosted at Roslyn). Tyndale St-Georges Community Centre was also selected to be part of the consultation process as they provide an empowering educational programming for residents of Little Burgundy. Their aim is to ensure that each member of that community has the opportunity and skills needed to realize their potential.

Approximately 26% of our school population has an Individual Educational Plan with 48 coded students and 20 to be assessed. 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, as well as our ESL population. The acquisition of language, especially with our ESL population, varies from cycle to cycle.

The school staff is comprised of one principal, one vice-principal, forty-seven teachers, eight attendants, two special education technicians, one special education technician for the enclosed class, three secretaries (one part-time) and three caretakers (one daytime, two evening). There are four French resource teachers (1 full-time and 3 part-time) and one full-time English resource teacher. The resource teachers work in a variety of ways including the two-table model of resource instruction or instruction in their own designated room. Some members of the Roslyn team has also received training in Response to Intervention (RTI) which involves using early intervention strategies targeting students' individual learning needs and levels by focusing on specific skills and bridging any learning gaps. In addition to the attendants and special education technicians, the complimentary service team from the board includes a psychologist, a spiritual and community animator, a psycho-educator and a speech and language pathologist. They each come to school one day a week. Roslyn has also hired a full-time student support technician with a focus on social/emotional development. The school staff works well as a cohesive unit always focusing on the students' best interests. We endeavour to educate each child as an individual to allow them to recognize their strengths and needs and to nurture their individual learning styles. Through working and communicating with parents and all community stakeholders, we continue to foster an environment in which learning and kindness can flourish.

For over one hundred years Roslyn has upheld a tradition of providing quality education therefore, Enrichment Programs are offered for students in grades 3-6 in Math, Engineering and Science. The Roslyn library offers students a wide array of books with a librarian who assists the children in their selections. Students also have access to eBooks. Roslyn school has made close ties with Dynamix, an organization that offers leadership training to our senior students, and with Building Blocks, EOC 3: One-day Math Exam preparation for Grade 6 students.

Social services are offered by the local Centres intégrés de santé et de services sociaux (CISSS) including a nurse for one day per month. A social work liaison is on call for consultation and referral. The dental hygienist visits the Kindergarten classrooms to demonstrate proper dental hygiene to the children. Roslyn also has a hot lunch program to meet students' nutritional needs.

Parental involvement is encouraged, promoted and valued. Relations between teachers, parents and students are generally supportive and collaborative. The members of the Governing Board are active partners in working to support school improvement. The Home and School organization (HandS) meets regularly and is very involved and supportive in the daily running of the school. Parents volunteer daily to staff and organize a welcoming health room for students in need of health or minor injury assistance. The health room also provides snacks for students when needed. Parent volunteers also contribute greatly to cultural, social and fundraising activities that enhance the educational experience at Roslyn. Parents are always welcome to become involved in school life and participate in their child's educational success. HandS also runs our lunchtime and afterschool activities which include chess, art, math and physical activities.

Roslyn values community involvement. The school holds regular activities for families of students: HandS welcome back BBQ, progressive entry for Kindergarten, Holiday concert, multi-generational choir, Terry Fox, reading week, graduation ceremony, talent show, teacher appreciation and curriculum night. In addition, our local highschools provide information sessions for our grade 6 students and other community collaborations in order to facilitate their transition to highschool. To reinforce the students' sense of belonging to the school, a community art mosaic is installed throughout the school hallways. The Grade 6 students decorate tiles to add to the ever-growing mural, leaving their mark on Roslyn. This allows students to contribute to an art installment that will remain in the school community.

Students attending Roslyn may participate in a wide variety of extra-curricular activities which help to support their mental and physical health and meets their interests. The Roslyn Physical Education Team offers intramural activities during lunch time such as basketball and open gymnasium sessions, as well as the junior and senior field day, Terry Fox run and Jump Rope for Heart. They also do a great job of organizing activities with the Greater Montreal Athletic Association (GMAA) consisting of cross-country run, basketball jamboree, the Futsal tournament and the Halo road race. The Roslyn Home and School organization, HandS, offers a variety of afterschool and lunchtime activities organized by HandS with the focus of meeting students' individual interests and providing them with movement and exercise opportunities.

The OURSCHOOL Survey is administered once each year and provides feedback to the administration and staff about student perceptions of their daily lives. Within the last year, we can see that the number of reported incidences of perceived bullying have decreased, they are still above the EMSB average. Student reported feelings of anxiety have also fallen slightly, but is on par with the EMSB overall numbers, which in turn reflects societal norms. Through the implementation of mindfulness and kindness programming, we aim to decrease these statistics.

Roslyn'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 that the

It is evident from the successive annual reports of the school, the most recent being for the 2017-2018 academic year, Roslyn's achievements are:

- Students' results on the Written Component of the End of Cycle 3 June English exam increased from 88% in 2015 to 97.5% in 2018
- Students' results on the Reading Component of the End Cycle 3 June English exam increased from 82% in 2015 to 89% in 2018
- Students' results on the Written Component of the End of Cycle 3 June French exam increased from 83% in 2015 to 91% in 2018
- Students' results on the Reading Component of the End Cycle 3 June French exam increased from 80% in 2015 to 92% in 2018

Our Mission

Mission: To promote the intellectual, moral, social, emotional and physical development of our students in an intellectually stimulating, caring, healthy and safe environment. To nurture bilingualism and a lifelong love of learning in every student. To prepare our students for their social and civic responsibilities in Quebec, Canada and the World.

Our Values

Roslyn aims to provide a safe, inclusive teaching and learning environment for all staff and students that includes opportunities to grow as leaders and learners. We endeavor to educate each child as an individual to allow them to recognize their strengths and needs and to nurture their individual learning styles. Through working and communicating with parents and all community stakeholders, we continue to foster an environment in which learning and kindness can flourish.

The Consultation

In the process of developing our educational project, we held two parent consultations in January and February: one at Roslyn Elementary and one at Tyndale. Both meetings were productive and helpful in determining the school's strengths and weaknesses. In small groups, parents responded to a set of questions, brainstormed as a group and added to each other's statements. We created an online staff survey in February with 33 members reporting. The responses presented positive, constructive criticism and mirrored the parent consultation responses. These results and comments helped us to focus on how to move Roslyn forward in the next three years. Their responses were then collated and presented at a separate staff meeting. In small groups, solutions and strategies were brainstormed. During both consultations, the theme that emerged most predominantly was the need to increase physical activity within the school day. This truly resonated within our school community and a decision was taken to begin the process of implementing the MEES initiative of 60 minutes of physical activity per day for all students by 2022.

In addition to the above, the consultation teams discussed topics regarding communication, student success, curriculum and students' social-emotional well-being. Parents and the Tyndale staff discussed the importance of clear communication between home and school regarding homework. Parents also agreed that it would be important to increase student abilities in Situational Problem Solving through a variety of teaching methods. Parents emphasized the importance of movement throughout the day and feel that children should receive more frequent breaks. Some of the suggestions that arose were for teachers to set up learning centres within the classroom which allows for both movement and integrated brain breaks as they are learning.

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

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

EMSB Orientations, Objectives and School Objectives

Orientation: Improved Academic Success

EMSB OBJECTIVE

Graduation and qualification

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

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

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

EMSB Objective:

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

Mathematics 6 (Cycle 3 year 2)

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

Year	Roslyn Success Rate of EOC3 Mathematical Reasoning (C2)	EMSB Success Rate on EOC3 Mathematical Reasoning (C2)
2015	56.6	64.0
2016	69.9	65.2
2017	79.4	74.3
2018	63.8	70.4

Source: EMSB Local Data, 2018

Competency 2 (Mathematical Reasoning) is the more objective indicator of student performance at this level. Table 1 shows that the success rate has increased from 56.6 % in 2015 to 63.8 % in 2018. The results mirror those of the Board from 2015 to 2017 in that there has been a gradual increase in the success rate, whereas in 2018, the school underperformed the Board by 6.6 %. The success rates of students on the EOC 3 Exam, Mathematical Reasoning portion decreased significantly in 2017. This mirrors what occurred at the board level. A possible explanation for this could be a change in the level of difficulty of the exams. Additionally, the evaluation process for the end-of-cycle exams requires a decrease in grade given when more support is provided on the exam. In the years to come, we will implement strategies to increase student success and we will monitor the results to ensure that this was an anomaly.

In establishing our baselines, we chose to take an average of the last four years. The baseline for the last four years is 67.4%.

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 67.4% in 2019 to 74.0% 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: Roslyn 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
Roslyn (Boys)	71.8	18.2	84.1	10.2
Roslyn(Girls)	90.0		94.4	
EMSB (Boys)	83.4	10.3	83.5	11.3
EMSB (Girls)	93.7		94.8	

EMSB Local Data, 2018

Table 2 shows that the gap in the success rate of the English Language Arts EOC 3 June MEES Examination Reading Component decreased from **18.2 %** in 2016-2017 to **10.2 %** in 2017-2018. The Board's gap increased from **11.8 %** in 2016-2017 to **12.9 %** in 2017-2018. The school's gap is currently lower than that of the school board. As a school, we will continue to put in place strategies to increase the success rate of boys while maintaining or increasing the success rate of girls in an effort to develop equity among gender groups. Seeing as there are only two years of data available, the possibility exists that either result could be anomalous. Further data will allow us to gain a better understanding of the situation. As such, the baseline will be calculated using an average of the two years. The established baseline is 14.2%.

School Objective 2: To decrease the gap between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination from a baseline 14.2 % in 2019 to 8.0 % by 2022.

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

	2016-2017	Gap	2017-2018	Gap
Roslyn (Boys)	N/A		88.4	5.0
Roslyn (Girls)	N/A		93.9	
EMSB Immersion (Boys)	96.7	1.9	93.0	6.1
EMSB Immersion (Girls)	98.6		99.1	

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 is 5.0 % in 2017-2018. The gap at the school level mirrors that of the Board. While the school's gap is slightly lower than that of the Board, we will continue to put in place strategies to reduce the gap between the boys and the girls.

We will use 5.0% as our baseline, given that there is only one year of data available.

School Objective 2.1: To maintain the existing parity between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination at 5% or reduce by 2% 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: Roslyn Success Rates in End-of-Cycle 3
English Language Arts MEES Examination (%)

Year	Reading Component		Writing Component	
	Roslyn	EMSB	Roslyn	EMSB
2015-2016	93.1%	92.4%	95.9%	97.5%
2016-2017	79.7%	88.5%	94.2%	94.5%
2017-2018	88.8%	89.1%	97.5%	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 Roslyn Elementary decreased from **93.1%** in 2016 to **88.8%** to 2018. A possible explanation for this drop may be due to the change in the evaluation criteria. The school's results mirror what occurred at the Board level. While the Board's success rate in the Writing Component remained relatively stable at about **95%**, the Roslyn's success rate increased from **95.9%** in 2016 to **97.5%** in 2018. Although our success rates are significantly high, the school will make every effort and make use of a variety of teaching strategies in order to maintain a success rate above **90%** for the Reading Component and maintain the success rate of **95%** for the Writing Component.

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

Year	Reading Component		Writing Component	
	Roslyn	EMSB	Roslyn	EMSB
2016-2017	67.6	71.2	72.8	74.2
2017-2018	69.1	72.8	73.9	73.8

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 and Writing Component. The results of the school remain relatively consistent from year to year. In reading, the Roslyn school underperformed the Board for the last two years. Again, this may be a result of the change in the grading criteria. In writing however, Roslyn students' results mirror those of the Board. A variety of strategies will be implemented in the classroom to increase students' abilities in reading and writing in hopes of also increasing the average grades. To calculate the baseline, an average of the last two years will be used. **The baseline for the Reading Component is 68.4%. The baseline for the Writing Component is 73.4%.**

- Objective 4: To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above 90% through 2022.
- Objective 4.1: To maintain the success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations above 95% range through 2022.
- Objective 4.2: To increase the average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations from a baseline of 68.4% in 2019 to 73 % in 2022.
- Objective 4.3: To increase the average mark of students on the End-of-Cycle 3 Writing Component of the June MEES examinations from a baseline of 73.4% in 2019 to 75 % in 2022.

French Second Language (French Immersion Program)

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

Year	Reading Component		Writing Component	
	Roslyn FI	EMSB Immersion	Roslyn FI	EMSB Immersion
2014-2015	77.5%	84.7%	82.5	92.5%
2015-2016	69.1%	88.2%	98.6	98.9%
2016-2017	96.9	94.5%	98.4	97.6%
2017-2018	92.2	95.1%	90.8	96.0%

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 decreased from **77.5 %** in 2015 to **69.1 %** in 2016. In the Writing Component, the results increased from **82.5%** in 2015 to **98.6 %** in 2016, mirroring the results of the Board. The significant increase in 2016-2017 in the Reading Component is a result of the exam format changing to include audio and visual texts in addition to written texts. Despite the fact that Roslyn underperformed the board in both competencies in 2018, the success rate in the French Reading Component increased by 14.7% from 2015 to 2018. Similarly, Roslyn student success rate in the French Writing Component of the End of Cycle exam demonstrates an increase of 8.3 % between 2015 and 2018. This may be a result of differentiated instruction and effective resource methods. In order to determine the baseline, the average of the last two years of results was used.

Considering our success rates are significantly high, the school will make every effort and continue to make use of a variety of teaching strategies in order to maintain a success rate above **94 % (baseline)** for the French Reading and Writing Components.

Objective 4.4: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (French Immersion) Reading Component of the June MEES examinations at 94% through 2022.

Objective 4.5: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (French Immersion) Writing Component of the June Board uniform examinations at 94% 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	Roslyn Bullying*	EMSB Bullying	Roslyn School Safety**	EMSB School Safety	Roslyn Anxiety***	EMSB Anxiety
2015-2016	29%	24%	73%	67%	15%	18%
2016-2017	34%	24%	73%	65%	17%	18%
2017-2018	33%	23%	69%	65%	15%	18%

Source: *OurSchool Survey (The Learning Bar), 2018*

* Students who are subjected to physical, social, or verbal bullying or are being bullied over the internet

** Students who feel safe at school as well as going to and from school

*** Students with moderate or high level of anxiety

Table 7 shows that while the perception of bullying has remained relatively stable at the Board level at about 24%, the perception of bullying at our school is higher than that of the board, and of concern is the fact that it appears to be higher.

Table 7 also shows that the perception of school safety is relatively stable at the Board at about 66%. The perception of school safety is higher at our school, but of concern is the fact that it appears to be decreasing.

Table 7 shows that while the anxiety level of students in stable at 18 % at the Board level, the anxiety level of our school is lower than that of the board, and is on the decrease.

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

The baseline for bullying is 32%. The baseline for School Safety is 71.7%. The baseline for Anxiety Levels is 15.7%.

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 32 % in 2019 to 30% 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 73 % in 2017 to 76 % 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 16 % in 2017 to 12 % 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 and to improve classroom behavior.

Schools implementing the initiative in 2020-2021:

School Objective 5.: To prepare for the implementation of the MEES initiative of 60 minutes of physical activity per day for all students,

Roslyn classroom teachers will be implementing 5 to 10 minute movement break for every hour that they teach. During transitions between classrooms, students will be encouraged to use the movement guides (hopscotch, side-steps, wall push-ups, etc.) placed in the hallways throughout the school. A school-wide monthly classroom movement challenge will be established, scores will be kept and winning classes will be rewarded with extra time in the gym. For grades 4, 5 and 6, lunchtime activities and intramurals will continue to be used to promote physical activity.

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
Keith Flavell

PRINCIPAL
Joanna Genovezos

ON BEHALF OF THE SCHOOL BOARD

DIRECTOR GENERAL

GOVERNING BOARD RESOLUTION

ROSLYN ELEMENTARY 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 Ysanne Zmanay and Christelle Naudet AND RESOLVED THAT the Educational Project of 2019-2022 be adopted by the Governing Board.

IT WAS FURTHER MOVED BY Anabel Fournier Hagit Sinai-Glazer AND RESOLVED THAT a copy of the Educational Project be sent to the School Board for its adoption.

IT WAS FURTHER MOVED BY Dimitra Argyropoulos and Julia Carbone 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.

Joanna Genovezos- Principal – March 26, 2019

Keith Flavell- Governing Board Chair / March 26, 2019

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 71.6 % in 2017 to 74 % 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 71.6 % in 2017 to 74 % by 2022.	<ul style="list-style-type: none"> • All teachers will place an extra emphasis on the essentials of the progressions of learning. • Invite Math consultant to meet with teachers to discuss program challenges and strategies linked to application questions and situational problems • Teachers will cooperate to respond to the common needs of students in each grade. i.e. Once a week, students from the same grade would get together to work with a teacher based on their current pace or level in a given time. (cycle 1 would pilot the RTI project for the year 2019-2020). • To ensure a smooth transition from cycle one to cycle two, teachers will utilize math manipulatives that the school board has initiated in cycle two. The math consultant will present and incorporate these tools into their lessons. • Mathematical Reasoning, teachers will put extra emphasis on identified areas of concern: fractions, mental computations and broken line graphs. • Recuperation/tutorials offered to all students, especially to struggling students identified by classroom and resource teachers.

Equity:

Objective 2: To decrease the gap between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination from a baseline of 12.39 % in 2019 to 8 % by 2022.

Objective 2.1: To maintain the gap between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination at 5 % or decrease by 2% through 2022.

Indicator	Target	Strategies
The gap in success rates between the boys and girls	To decrease the gap between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination from a baseline of 12.39 % in 2019 to 8 % by 2022.	<ul style="list-style-type: none">● Teachers will continue to diversify their reading materials that can appeal to all students.● Having a guest reader, community members as well as other staff members.● Having older different level reading buddies (younger ones read to the older ones and vice versa).● Using the library during off-library days.● Encourage parents to model and promote and increase reading at home, encouraging the use of the types of reading materials.
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">● Encourage teachers to model and demonstrate useful reading strategies.● Encourage boys to become “reading experts” with younger students to increase self esteem and to serve as role-models for them.● Provide students with texts that involve positive male role models.● Encourage intentional writing (writing with a purpose, writing to convey a message)● Provide opportunities for daily reading and writing to take place● Make a variety of genres available (how-to books, graphic novels, non-fiction) in English & French and encourage students to experiment with writing each type of text.● Provide students with a model for their writing.● Provide students with constructive feedback throughout the year in order to highlight what they do well and how they can improve.

Language Proficiency:

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

Objective 4.1: To maintain the success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations above 95% 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 68.4% in 2019 to 73 % in 2022.

Objective 4.3: To increase the average mark of students on the End-of-Cycle 3 Writing Component of the June MEES examinations from a baseline of 73.4% in 2019 to 75 % in 2022.

Objective 4.4: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (French Immersion) Reading Component of the June MEES examinations at 94% through 2022.

Objective 4.5: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (French Immersion) Writing Component of the June Board uniform examinations at 94% through 2022.

	Target	Strategies
The success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations	To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above 90% through 2022.	<ul style="list-style-type: none"> Teachers will be supported in Benchmark Testing all readers to establish baselines and record improvements. Resource staff will continue to work closely with teachers using the two-table model and to assist struggling readers. The school will continue to hire ELA tutor to use the Wilson Reading Recovery program with grade three students identified as having reading needs. The teachers will use a variety of texts and guided practice to increase student understanding of gaining 'meaning' from a text.
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 68.4% in 2019 to 73.0% by 2022.	<ul style="list-style-type: none"> ● Teachers will teach 'Response to Reading' using mentor texts and past exams. ● Teachers will implement guided reading strategies in grades 3, 4 and 5
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 75% through 2022.	<ul style="list-style-type: none"> ● Teachers will be encouraged to employ specific teaching using the Six Traits Writing Instruction model (Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions). ● Teachers in grades 3 and up will be invited to attend PD training on model writing instruction, consultation and revision. ● Encourage intentional writing (writing with a purpose, writing to convey a message) ● Provide opportunities for daily writing to take place ● Make a variety of genres available (how-to books, graphic novels, non-fiction) in French and encourage students to experiment with writing each type of text. ● Incorporation of 'talk for writing' time to provide opportunities for students to talk through the overall shape and direction of their text prior to beginning to write ● Provide students with constructive feedback on their writing throughout the year in order to highlight what they do well and how they can improve.
The average mark of students on the End-of-Cycle 3 Writing Component of the June MEES examinations	To increase the average mark of students on the End-of-Cycle 3 Writing Component of the June MEES examination from a baseline of 73.4% in 2019 to 75% by 2022	
The success rate of students on the End-of-Cycle 3 French Second Language (Immersion) Reading component of the June MEES examinations	To maintain the success rate of students on the End-of-Cycle 3 French Second Language (Immersion) Reading component of the June MEES examinations above 92% range through 2022.	<ul style="list-style-type: none"> ● Encourage parents to make an effort to expose their children to the French language and culture, whether it is through the media or through daily social interaction within their communities. ● Teachers will vary their reading activities by using ICT (iPad, laptops, etc.) ● Year one teachers will continue to use the Daily 5 method in order to improve their exposure to different forms of literacy. ● Use of the GB+ benchmark to evaluate student reading levels as of grade 1. ● Guided reading as of grade 1 ● Reading circles to provide students with the opportunity to share elements of their favourite books with their peers as of kindergarten

		<ul style="list-style-type: none"> ● Provide the students with a variety of French literature in order to peak their interests ● Encourage at home daily reading ● Front-loading or pre-teaching vocabulary prior to reading, in order to facilitate comprehension of a passage
The success rate of students on the End-of-Cycle 3 French Second Language (Immersion) Writing component of the June Board uniform examinations	To maintain the success rate of students on the End-of-Cycle 3 French Second Language (Immersion) Writing component of the June Board uniform examinations above the 90% range through 2022.	<ul style="list-style-type: none"> ● Encourage parents to make an effort to expose their children to the French language and culture, whether it is through the media or through daily social interaction within their community to increase their French vocabulary. ● Teachers will vary the type of writing activities (letters, recipes, poems, argumentative texts, narrative texts, etc.) to meet the expectations of the French Immersion program. ● Teachers will vary their writing activities by using ICT (iPad, laptops, etc.) ● Encourage intentional writing (writing with a purpose, writing to convey a message). ● Provide opportunities for daily writing to take place ● Provide students with a model for their writing ● Incorporation of 'talk for writing' time to provide opportunities for students to talk through the overall shape and direction of their text prior to beginning to write ● Provide students with constructive feedback on their writing throughout the year in order to highlight what they do well and how they can improve.

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 32% in 2019 to 30% 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 73% in 2017 to 76% 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 16% in 2017 to 12% 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 32% in 2019 to 30% by 2022.</p>	<ul style="list-style-type: none"> ● Through the creation of “Roslyn Video Bank of Resources”, teachers will have access to brain break materials addressing issues dealing with victimization, bullying, hygiene, proper behavior, fitness resources, mindfulness resources, etc. ● Many of the on-camera students would be recommended via consultation with the school administrators, resource teachers, behavioral technicians and classroom teachers. ● To sustain the safety of students, we would establish a safety and mental wellbeing committee at the school level, in order to come up with initiatives and strategies to promote safety and wellbeing in the school. ● Invite the Tolerance Caravan (www.ensemble-rd.com/en) for Cycle 2 & 3 ● School wide pink t-shirt day anti-bullying campaign ● Presentation by our Socio-Community Officer ● Invite the Shriners Hospital to present the #Cut The Bull Campaign ● OurSchool Survey (gr. 4-6)

<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 2017 to 76% by 2022.</p>	<ul style="list-style-type: none"> ● Through the creation of “Roslyn Video bank of resource”, teachers will have access to brain break materials addressing issues dealing with victimization, bullying, hygiene, proper behavior, fitness resources, mindfulness resources, etc. ● Many of the on-camera students would be recommended via consultation with the school administrators, resource teachers, behavioral technicians and classroom teachers. ● Invite the Missing Children’s Network ● Presentation by our Socio-Community Officer ● Continued staff supervision of students
<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 Encourage parents to make an effort to expose their children to the French language and culture, whether it is through the media or through daily social interaction within their community 16% in 2017 to 12% by 2022.</p>	<ul style="list-style-type: none"> ● Through the creation of “Roslyn Video bank of resource”, teachers will have access to brain break materials addressing issues dealing with victimization, bullying, hygiene, proper behavior, fitness resources, mindfulness resources, etc. ● To increase mindfulness through special school-wide days such as, kindness week, and also via guest speakers. ● To sustain the safety of students, we would establish a safety and mental wellbeing committee at the school level, in order to come up with initiatives and strategies to promote safety and wellbeing in the school. ● To sustain the mental wellbeing of staff