



Commission scolaire English-Montréal  
English Montreal School Board



# EDUCATIONAL PROJECT

## St Monica 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, composed of a few staff members, led by the principal

## **Groups Consulted in the Development of the Project**

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

## School Profile

St. Monica Elementary School has 322 students from preschool to grade six. Our school offers a bilingual academic program, serving primarily the population of south and western NDG. Our bilingual program offers 50% English and 50% French curriculum – by the time students graduate from elementary school they have been highly exposed to both languages.

Approximately 20% of our student population has an I.E.P (Individualized Education Plan) with 31 coded students and 20 waiting to be assessed. These I.E.P. numbers do not include our newly arrived international and temp stay students who are English Second Language (ESL) learners. 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, who are also learning French as a third language varies from cycle to cycle.

St. Monica School is situated in an urban area of the Montreal borough of Côte-des-Neiges/Notre-Dame-de-Grâce (NDG), and was built in 1955. It houses children from pre-kindergarten through cycle 3. It is a school that belonged initially to the Montreal Catholic School Commission. With the creation of linguistic boards in 1998, St. Monica School became part of the English Montreal School Board (EMSB). St. Monica welcomed students from Somerled School in 2000, John XXIII School in 2001, and St. Ignatius of Loyola School in 2005 when these schools closed. In the school year 2015-2016 the number of students enrolled increased dramatically where we are now nearing the capacity of the building. The school population continues to grow and the school adapts to the needs of the diverse population it serves. The population of St. Monica is ethnically diverse. Many students speak English and French as their second and third languages.

Our student population comes from diverse economic backgrounds, some families have difficult economic situations and some are composed of economically strong families, many of whom are working middle class and property owners. We have received an increase of temporary stay students as well as international students, whose registrations are ongoing throughout the year. Additionally, we are seeing an increase in enrollment of young families at St. Monica.

Our programs encourage students to celebrate their cultural heritage while building mutual respect and a strong sense of community. The poverty index for the school is 7, with 10 being the maximum according to the IMSE index issued by the MEES.

St. Monica continues to have strong links with several neighborhood organizations (e.g. St. Monica Church, Benny Farm Sports and Summer Camp, NDG Community Council, NDG Food Depot, NDG sport facilities operation, Westhaven Community Centre, Prévention NDG, Collective Community Services (CCS), Éco-Cartier, Quebec Board of Black Educators, and more). A neighborhood police officer from station 11 is linked to our school. Members of the local CIUSSS (Benny Farm CLSC) serve our community (nurse,

social worker, dental hygienist.) These important community relationships strengthen our presence in the neighborhood and make a broader range of community connections and services available to our families.

### **PROGRAMS AVAILABLE IN OUR SCHOOL:**

St. Monica's bilingual program serves children from pre-kindergarten through cycle 3. At a Pre-Kindergarten and Kindergarten level the students are receiving bilingual instruction every day. Our Cycle 1 (Grade 1 and 2) receive bilingual instruction on a daily basis with mention that Math and Music is taught in French and all other subjects in English. Our Cycle 2 (Grade 3 and 4) as well as Cycle 3 (Grade 5 and 6) receive full day instruction in one language or the other and half days on Friday. Math, English Language Arts and Phys-Ed are taught in English and all other subjects are taught in French.

Students have access to technological devices such as Smartboards, iPads and Chromebooks to develop their digital knowledge and digital citizenship competencies and skills. St Monica has a TIF (Technology Integration Facilitator) to help students and staff increase the use of technology in the classroom through project-based learning.

Being that the population of the students in the school is quite varied in socio-economic status, behavior and academic needs, students who require additional support can be assisted by our school team. Additional support is available for challenges related to learning, social or emotional.

Our multicultural school staff is comprised of one administrator, two secretaries, two caretakers, English, French and Bilingual classroom teachers, English and French Resource, Specialists in Music, Science and Phys-Ed as well as, a team of support staff that includes Behavior Technicians and Child Care Attendants. We are fortunate to have the B.A.S.E. (Before and After School Enrichment) Daycare Program that includes a Daycare Technician and many experienced Daycare Educators. Lunch time at St Monica is an exciting time where lunch monitors ensure that our students are well taken care of.

Due to the inner-city status of St. Monica, the MEES provides the school with special funds, such as Inner City Operation Renewal (ICOR). Other allocations include: Homework Assistance Program, Wellness Program, Joining Forces, and Support for Students with Special Needs, Anti-Violence, and tutor support for ESL and FSL. These funds are used to support student success and student engagement.

The school holds regular activities for the families of students: family fun night, an evening of cultural song with our Steel Drum Student Group, concerts and graduation ceremonies to name a few. Establishing contact with the local high schools has proven to be very valuable in assisting students with the transition to grade 7. The Cycle 3 students often visit the high school for sporting tournaments and event visits.

St Monica students love playing sports and our basketball team the TITANS, have proven to be fierce competitors in intramural and intermural sporting events coordinated by our teachers. Jamborees for volleyball, rugby, and soccer are also available to our students. Many of our Cycle 2 and 3 students participate in team sports with the GMAA. Numerous teachers offer free club and activities during lunch hour for our students at no cost to the families.

St Monica's unique Green Club provides an academic learning experience as well as a hands-on practical application of life skills. Our Green Club is a community garden that grows plants, sells seedlings and provides produce for families who wish to participate.

Our Breakfast Program is run by community volunteers to ensure that our children are ready to learn and start their day on a positive note. We appreciate the sponsorship that we receive to make this possible.

#### **PARENT PARTICIPATION AND VOLUNTEERS FROM THE COMMUNITY:**

St. Monica is very fortunate to have a dedicated and passionate group of individuals who volunteer their time by being members of the Governing Board, the Parent Participation Organization (PPO), or by volunteering their time for special events (Breakfast Program, Breakfast with Santa, Book Fair, Teacher Appreciation Week, Graduation Committee, Career Day etc.)

Our parent and community volunteers have become an integral part of our school success. Their presence and participation in fundraising (book fairs, Spirit of Giving, walk-a-thons, pizza lunches and car wash) have made many projects possible. Our students also participate in a variety of activities with a nearby senior citizen residence which provides enriching intergenerational experiences and learning.

## **Our Mission**

At St. Monica our mission is to provide our students with a stimulating and challenging educational program. Our goal is to help each student reach his/her potential by helping them develop knowledge in a variety of areas (intellectual, emotional, moral, cultural, digital and physical). We also emphasize the importance of building strong respectful relationships with both peers and adults.

St. Monica graduates bilingual students who possess self-esteem, self-motivation and the skills required to pursue both lifelong learning and exemplary citizenship. Respect for oneself and for others is of paramount importance to everyone at St. Monica. A sense of belonging is developed in our students by fostering in them a respect for their environment and a connection to their community.

## **Our Values**

St Monica Elementary values the individual child's right to develop in an educational environment that is supportive and inclusive. We value that the students have respect for oneself and for others, that they have a sense of belonging and the fostering of respect for the environment and a connection to the community.

A school is not just a combination of students and teachers, but it is also an integral part of the community in which it finds itself. Saint Monica is very fortunate to be found in such a vibrant part of NDG, and is well served by a variety of social, cultural and recreational facilities at the heart of the neighborhood.

For St. Monica, this means that we can expand our offerings to our students, giving them access to opportunities unavailable at many other schools. Parents can also benefit from the close proximity of these services, which are all within walking distance. Our collaboration with parents/guardians is integral to the success of our students.



## **The Consultation**

St. Monica School completed a staff survey for the educational project and additionally had a parent consultation that took place in February, 2019. The result has provided us with a better understanding of our school's needs and successes. The process has validated that St Monica is a welcoming and caring environment. We have a strong culture which contributes to the success of every child. Some of our challenges include the effects that difficult home situations may have in the anxiety levels and with the behavior issues that may arise. Our dedication is to provide support and a learning environment that offers a sense of belonging, helping them with academics and overall well-being. The parent consultation has specifically outlined that there is a positive student/teacher relationship which would merit more consistency and they appreciate the bilingual environment. The staff and parent consultation has emphasized that the overcrowding of space limits the amount of extra-curricular activities that can be offered.

## 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: St. Monica School and EMSB Success Rates in End-of-Cycle 3 Mathematical Reasoning Component of the MEES Examination (%)**

Year	St. Monica School Success Rate of EOC3 Mathematical Reasoning (C2)	EMSB Success Rate on EOC3 Mathematical Reasoning (C2)
2015	80.0 (24/30)	63.8
2016	85.0 (17/20)	64.4
2017	52.2 (12/23)	74.3
2018	78.1 (25/32)	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 with the exception of the 2017 results (52.2%), the success rate for the other years has been in the 80% range or better. The 2017 results may be an anomaly.

In establishing our baseline, we chose to take an average of the results of three of the last four years, excluding 2017. The baseline 81.0%.

**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 81.0% in 2019 to 84.0% 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: St. Monica School and EMSB Success Ratio in End-of-Cycle 3 English Language Arts Reading Component of the June MEES Examination (% Equivalent)**

	<b>2016-2017</b>	<b>Gap</b>	<b>2017-2018</b>	<b>Gap</b>
<b>St. Monica School (Boys)</b>	50.0 (4/8)	10.0	81.3 (13/16)	12.5
<b>St. Monica School (Girls)</b>	60.0 (9/15)		93.8 (15/16)	
EMSB (Boys)	83.4	10.3	83.5	11.3
EMSB (Girls)	93.7		94.8	

*EMSB Lumix Data, 2018*

Given that the population is small, the use of percentages in reporting on the success rate for this group can be misleading since a small change in numbers may produce a large fluctuation in percentages. Table 2 shows that the success rate of boys on the English Language Arts EOC 3 June MEES Examination Reading Component increased significantly from 50.0% in 2017 to 81.3% in 2018 and the success rate of girls increased significantly from 60.0% in 2017 to 93.8% in 2018. It is interesting to note that while there is a 10.0% gap in the success rate between girls and

boys in 2017, there are two less girls that are successful in 2017 when one looks at the actual number of boys and girls. Comparison is difficult because the total population is small and the number of girls is almost twice that of boys. The 12.5% gap in the success rate in 2018 represents two less boys being successful. While percentage-wise there appears to be a gap, when one considers the actual number of students there is no real gap.

**School Objective 2: To maintain the gap in success rate between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination to the percent equivalent of one student through 2022.**

**Table 3: St-Monica Success Ratio in End-of-Cycle 3 French Second Language Writing Component of the Board-wide Uniform Examination (% Equivalent)**

FRI610 (Bilingual)	2016-2017	Gap	2017-2018	Gap
St-Monica (Boys)	50.0 (2/4)	33.3	68.8 (11/16)	12.5
St-Monica (Girls)	83.3 (10/12)		81.3 (13/16)	
EMSB Bilingual (Boys)	96.3	2.1	91.2	4.5
EMSB Bilingual (Girls)	98.4		95.7	

*EMSB Lumix Data, 2018*

Given that the population is small, the use of percentages in reporting on the success rate for this group can be misleading since a small change in numbers may produce a large fluctuation in percentages. Table 3 shows that the success rate of boys on the French Second Language End-of-Cycle 3 Board-wide Examination Writing Component increased significantly from 50.0% in 2017 to 68.8% in 2018 and the success rate of girls essentially remained constant at above 80%. Comparison of the success rates of boys and girls in 2017 is not relevant given the small number of boys in the cohort. The 12.5% gap in the success rate in 2018 represents two less boys being successful. While there is no real gap in the success rates between girls and boys, we will put in place strategies to increase the success rates of both boys and girls.

**School Objective 2.1: To maintain the gap in success rates between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination to the percent equivalent of one student 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: ST. Monica Success Rates in End-of-Cycle 3 English Language Arts MEES Examination (%)**

	Reading Component		Writing Component	
Year	ST. Monica	EMS B	ST. Monica	EMS B
<b>2015-2016</b>	100	92.4	100	97.5
<b>2016-2017</b>	56.5	88.5	95.7	94.5
<b>2017-2018</b>	87.5	89.1	93.8	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 St. Monica decreased significantly from 100% in 2016 to 56.5% in 2017 and then increased significantly to 87.5% in 2018. The results of the school mirror what occurred at the Board level. While the Board’s success rate in the Writing Component remained relatively stable at about 95%, the school’s success rate decreased gradually from 100% in 2016 to 93.8% in 2018. The baseline will be calculated by using an average of the results of the last three years in both components. The baseline for the Reading component is 81.3%. The baseline for the Writing component is 96.5%.

**Table 5: St. Monica Average Grades in End-of-Cycle 3 English Language Arts MEES Examination (%)**

	Writing Component	
Year	St. Monica	EMS B
<b>2016-2017</b>	71.5	74.2
<b>2017-2018</b>	68.4	73.8

Source: EMSB Local Data 2018

Given the very high success rate in the Writing component, we have chosen to also focus on increasing the average grade in Writing. The baseline will be calculated by using an average of the last two years results. The baseline is 70.0%.

**Objective 4:** To increase the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above 81.3% in 2019 to 90.0% by 2022.

**Objective 4.1:** To maintain the success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations above 95% through 2022.

**Objective 4.2:** To increase the average grade of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations above 70.0% by 2022.

**French Second Language (Bilingual Program)**

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

Year	Reading Component		Writing Component	
	St. Monica	EMSB Bilingual	St. Monica	EMSB Bilingual
2014-2015	44.8	74.9	75.9	89.3
2015-2016	47.4	81.0	100	97.9
2016-2017	62.5	90.6	75.0	97.3
2017-2018	62.5	90.8	75.0	93.6

*Source: EMSB Lumix Data 2018*

Table 6 shows that the success rate on the Reading Component of the End-of-Cycle French Second Language Board-wide Uniform Examination remained relatively stable in the mid-forties range for 2015 and 2016. The exam format changed in 2017 to include audio and visual texts in addition to written texts. The success rate increased to 62.5% in 2017. The significant increase may be due partly to the change in exam format and partly due to the fact that international students were exempt from writing the exam, although they participated in class instruction. The success rate



remained the same the following year. The Reading component results are of concern and the school will be working closely with the Board's French consultant to implement new strategies to improve the success rate of our students.

Table 6 also shows the success rate on the Writing Component of the End-of-Cycle French Second Language Board-wide Uniform Examination increased significantly from 75.9% in 2015 to 100% in 2016. There was a significant decrease to 75.0% in 2017 and the success rate remained unchanged the following year. The exam format did not change.

In establishing the baseline, the school chose to use the 2018 results for both components.

**Objective 4.3: To increase the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading Component of the June MEES examinations from 62.5% in 2019 to 68.0% by 2022.**

**Objective 4.4: To increase the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Writing Component of the June Board uniform examinations from 75.0% in 2019 to 80.0% by 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	ST.Monica Bullying*	EMSB Bullying	St. Monica School Safety**	EMSB School Safety	St. Monica Anxiety***	EMSB Anxiety
2015-2016	28	24	38	67	24	18
2016-2017	37	24	58	65	24	18
2017-2018	32	23	49	65	22	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 while the perception of bullying has remained relatively stable at the Board level at about 24%, the perception of bullying has fluctuated from a low of 28% to a high of 38%. This is of great concern to us and our present efforts to lessen the incidence of bullying need to be strengthened through stronger interventions.

Table 7 also shows that while the perception of school safety is relatively stable at the Board at about 66%, the perception of school safety has also fluctuated from year to year from a low of 37% to a high of 58%. While there is not a one-to-one correlation between school safety and bullying, there is some correlation. The data suggests that when bullying decreased, school safety also decreased and when bullying was at its highest, school safety was at its highest. It is possible that students may not have a clear understanding of the concepts.

Table 7 shows that while the anxiety level of students is stable at 18% at the Board level, the anxiety level of our school is higher than that of the board, and is on the decrease. School wide anxiety level is impacted by the anxiety levels of the high number of international and temp stay students who are dealing with new environments, cultures, and a lack of proficient English and French language skills.

Starting in 2019-2020, the survey will be administered to cycle 3 (grade 5 and 6) students only as they have a better understanding of the questions being asked.

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 32% in 2019 to 25% by 2022.**

**School Objective 5.1: To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey from 48% in 2019 to 65% 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 23% in 2019 to 20% by 2022.**

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

### **EMSB OBJECTIVE**

#### **Physical Activity:**

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

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

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

**School Objective 5.1: To implement the MEES initiative of 60 minutes of physical activity per day for all students in the 2019-2020 academic year.**

Our daily activities include having classroom teachers doing short movement activities in their class during the day. On specific days planned activities are also implemented in the classroom.

### **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.

## 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 81.0% in 2019 to 84.0% 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 81.0% in 2018 to 84.0% by 2022.</p>	<ul style="list-style-type: none"> <li>• Teachers will place extra emphasis on identified areas of concern, identified from item analysis data related to arithmetic and calculating a budget</li> <li>• We will continue to work closely with our math consultant through individual and group sessions – for useful resources and sample exam questions and teaching strategies, the consultant will be invited into the school to give the teachers a one day session on arithmetic and calculating a budget</li> <li>• The resource teachers will work with students during class time (individually, or in a small group – using the RLTN model) on identified areas of weakness</li> <li>• Tutors will also be implicated in working with students on areas identified as weaknesses</li> <li>• Two professional days will be dedicated to 1) the use of manipulatives, and 2) the understanding of students’ thought processes in higher order thinking</li> <li>• Improve teachers’ knowledge of mathematical concepts and instruction through the school board’s numeracy initiative</li> </ul>

**Equity:**

**Objective 2: To maintain the gap in success rate between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination to the percent equivalent of one student through 2022.**

**Objective 2.1: To maintain the gap in success rates between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination to the percent equivalent of one student through 2022.**

Indicator	Target	Strategies
The gap in success rates between the boys and girls	To maintain the gap between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination to the percent equivalent of one student by 2022.	<ul style="list-style-type: none"> <li>• <b>Library collection- increase number of books that would encourage boys to use. Work with Donna D’Amato and EMSB school board librarian</b></li> <li>• <b>Work with Paul Kettner for access to books</b></li> <li>• <b>Virtual Libraries</b></li> <li>• <b>Students choose a book and book report style, technological options as well</b></li> <li>• <b>Work with Andrea Prupas, EMSB consultant regarding assistive technology needs for individual students. C.E.L.A. Database of books for students with perceptual difficulties</b></li> <li>• <b>Implement strategies to promote reading and comprehension at all levels Pre-K to Grade 6</b></li> <li>• <b>Reading log for each students (home/school relations)</b></li> <li>• <b>Reading Week emphasized with engaging activities</b></li> <li>• <b>Benny Farm Library membership drive at St. Monica</b></li> <li>• <b>Active partnership between teachers and Benny Farm Library</b></li> <li>• <b>Invite literacy professionals and storytellers to St. Monica</b></li> </ul>
The gap in success rates between the boys and girls	To maintain the gap in success rates between boys and girls on the End-of-Cycle French Second	<ul style="list-style-type: none"> <li>• <b>Library collection- increase number of books that would encourage boys to use. Work with Marie-Claude Bergeron and EMSB school board librarian</b></li> </ul>

	<p>Language Writing Component June Board-wide Examination at the percent equivalent of one student through 2022.</p>	<ul style="list-style-type: none"> <li>• <b>Pictographic book purchases for classrooms and school library with the assistance of EMSB French consultant and EMSB school board librarian</b></li> <li>• <b>Comic book and graphic novel production workshops for students with experts in the field of graphic arts</b></li> <li>• <b>Work with Andrea Prupas, EMSB consultant regarding assistive technology needs for individual students</b></li> <li>• <b>Theme-based books chosen by teacher with student in reference to their interests</b></li> <li>• <b>Implement strategies to promote reading and comprehension at all levels Pre-K to Grade 6</b></li> <li>• <b>Encourage parents/guardians to use websites where students can have French books read to them and can be done together as a family</b></li> <li>• <b>Active partnership between teachers and Benny Farm Library</b></li> </ul>
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**Language Proficiency:**

**Objective 4:** To increase the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above 81.3% in 2019 to 90.0% by 2022.

**Objective 4.1:** To maintain the success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations above 95% through 2022.

**Objective 4.2:** To increase the average grade of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations above 70% by 2022.

**Objective 4.3:** To increase the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading Component of the June MEES examinations from 62.5% in 2019 to 68.0% by 2022.

**Objective 4.4:** To increase the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Writing Component of the June Board uniform examinations from 75.0% in 2019 to 80.0% by 2022.

Indicator	Target	Strategies
The success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations	To increase the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations from 81.3% in 2019 to 90% by 2022.	<ul style="list-style-type: none"> <li>• <b>Library collection – modernize the collection of books found in the school library. Work with Donna D’Amato and EMSB school board librarian</b></li> <li>• <b>Work with Paul Kettner for access to books</b></li> <li>• <b>Virtual Libraries</b></li> <li>• <b>Students choose a book and book report style, technological options as well</b></li> <li>• <b>Work with Andrea Prupas, EMSB consultant regarding assistive technology needs for individual students. C.E.L.A. Database of books for students with perceptual difficulties</b></li> <li>• <b>Implement strategies to promote reading and comprehension at all levels Pre-K to Grade 6</b></li> <li>• <b>Reading log for each student(home/school relations)</b></li> <li>• <b>Reading Week emphasized with engaging activities</b></li> <li>• <b>Benny Farm Library membership drive at St. Monica</b></li> <li>• <b>Active partnership between teachers and Benny Farm Library</b></li> </ul>



		<ul style="list-style-type: none"> <li>• <b>Invite literacy professionals and storytellers to St. Monica</b></li> </ul>
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 95% range through 2022.	<ul style="list-style-type: none"> <li>• <b>Work with Paul Kettner for access to writing prompts and diverse writing activities</b></li> <li>• <b>Paul Kettner will be invited for a one day workshop held at St. Monica</b></li> <li>• <b>Virtual Libraries</b></li> <li>• <b>Students choose a book and book report style, technological options as well</b></li> <li>• <b>Work with Andrea Prupas, EMSB consultant regarding assistive technology needs for individual students. C.E.L.A. Database of books for students with perceptual difficulties</b></li> <li>• <b>Implement strategies to promote creativity in writing at all levels Pre-K to Grade 6</b></li> <li>• <b>Writing journal – students have personal choice of topic</b></li> <li>• <b>Invite authors and storytellers (drama based) to St. Monica, Nicholas Doyon will assist</b></li> <li>• <b>Sports column in the monthly newsletter, articles written by students</b></li> </ul>
The average mark of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations	To increase the average grade of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations above 70% by 2022.	
The success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading component of the June MEES examinations	To increase the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading component of the June MEES examinations from 62.5% in 2019 to 68.0% by 2022.	<ul style="list-style-type: none"> <li>• <b>The teachers will put extra emphasis on vocabulary and inference</b></li> <li>• <b>Teachers will teach vocabulary explicitly, and focus on key words, use of picture walk through text</b></li> <li>• <b>Promote active engagement of students in new vocabulary, using new words in discussion, conversation and authentic situations</b></li> <li>• <b>Library collection – modernize the collection of books found in the school library. Work with Marie-Claude Bergeron and EMSB school board librarian</b></li> <li>• <b>Pictographic book purchases for classrooms and school library with the assistance of EMSB French consultant and EMSB school board librarian</b></li> <li>• <b>Comic book and graphic novel production workshops for students with experts in the field of graphic arts</b></li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Work with Andrea Prupas, EMSB consultant regarding assistive technology needs for individual students</b></li> <li>• <b>Theme-based books chosen by teacher with student in reference to their interests</b></li> <li>• <b>Implement strategies to promote reading and comprehension at all levels Pre-K to Grade 6</b></li> <li>• <b>Encourage parents/guardians to use websites where students can have French books read to them and can be done together as a family</b></li> <li>• <b>Active partnership between teachers and Benny Farm Library</b></li> </ul>
<p>The success rate of students on the End-of-Cycle 3 French Second Language (bilingual ) Writing component of the June Board uniform examinations</p>	<p>To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Writing component of the June Board uniform examinations above the 80% range through 2022.</p>	<ul style="list-style-type: none"> <li>• <b>Comic book and graphic novel production workshops for students with experts in the field of graphic arts</b></li> <li>• <b>Work with Andrea Prupas, EMSB consultant regarding assistive technology needs for individual students</b></li> <li>• <b>Implement strategies to promote creativity in writing at all levels Pre-K to Grade 6</b></li> <li>• <b>Students choose a book and book report style, technological options as well</b></li> <li>• <b>Writing journal – students have personal choice of topic</b></li> <li>• <b>Invite authors and storytellers (drama based) to St. Monica, Nicholas Doyon will assist</b></li> </ul>

## **The Living Environment:**

**School Objective 5.0: To decrease the rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey from 32% in 2019 to 25% by 2022.**

**School Objective 5.1: To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey from 48% in 2019 to 65% 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 23% in 2019 to 20% by 2022.**

<b>Indicator</b>	<b>Target</b>	<b>Strategies</b>
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 a baseline of 32% in 2019 to 25% by 2022.	<ul style="list-style-type: none"> <li>• <b>WITS and LEADs program implemented school wide</b></li> <li>• <b>Behaviour management plan implementation over three (3) years</b></li> <li>• <b>Regular targeted classroom based activities related to anti-bullying and the celebration of good citizenship</b></li> <li>• <b>Unité Sans Violence (Safe School Squad)</b></li> <li>• <b>Solution providing in partnership with school and families</b></li> <li>• <b>Vigilance in supervision and reporting</b></li> <li>• <b>Recognition for positive behaviour and good citizenship</b></li> </ul>
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 48% in 2019 to 65% by 2022.	<ul style="list-style-type: none"> <li>• <b>WITS and LEADs program implemented school wide</b></li> <li>• <b>Behaviour management plan implementation over three (3) years</b></li> <li>• <b>Unité Sans Violence (Safe School Squad)</b></li> <li>• <b>Solution providing in partnership with school and families</b></li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>Mother tongue, language based buddy system to help integrate and help alleviate the anxiety of international and temp stay students</b></li> <li>• <b>Buddy system in place in classrooms</b></li> <li>• <b>Implementation of protective factors</b></li> </ul>

	baseline of 23% in 2019 to 20% by 2022.	<ul style="list-style-type: none"><li>• <b>Invite Stephanie Paquette (Project Harbour) for professional development on the triggers and preventative strategies regarding anxiety in students</b></li><li>• <b>Pet therapy and art projects</b></li></ul>
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