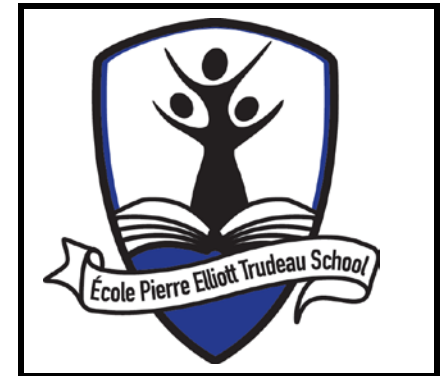




Commission scolaire English-Montréal
English Montreal School Board



**EDUCATIONAL PROJECT
PIERRE ELLIOTT TRUDEAU
ELEMENTARY
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 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
- Community representatives (CIUSSS)
- Students
- All staff, including, teachers, professionals, support staff and daycare personnel

School Profile

Pierre Elliott Trudeau School has 339 students from preschool to grade six. The school offers a bilingual program from Pre-Kindergarten to Cycle 3. Students at all levels study 50% in French and 50% in English. The delivery model is such that one day the instruction is in English, and the next day the instruction is in French. On the last day of the five-day cycle, 50% of instruction is in English and the other half is in French. For Cycle 1, the subjects taught in English are: English, Technology, Mathematical Terminology, Ethics and Religious Culture. The subjects taught in French are: Français, Mathématique, Musique, Arts, while Physical Education is taught in both languages. For Cycle 2, the subjects taught in English are: English, Math and Physical Education; the subjects taught in French are: Français, Éthique et Culture Religieuse, Sciences Humaines, Musique, Arts, Technologie, Sciences.

Approximately 28% of our student population has an I.E.P. with 51 coded students and 15 waiting to be assessed. These numbers do not include our newly arrived students nor our international 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 international population. For students who need extra support, we offer a model that allows students to preview the content prior to it being taught. This helps activate thinking and builds background knowledge. It also provides the vocabulary that students need in order to understand the new concepts and skills before the lesson is taught. The acquisition of language, especially with our international population, varies from cycle to cycle.

The School is located in the Villeray - Petite-Patrie area of Montréal. The school territory spans from its northernmost boundary Autoroute 40, to its southernmost boundary, Holt Street. Its easternmost boundary varies from Pie IX Boulevard to Iberville; while its western boundary varies from Papineau to Avenue du Parc. As the school's territory is relatively large, 6 school buses and 4 mini vans provide transportation services to our students. Approximately 180 students make use of daycare services throughout the day.

Our families represent many different countries of origin. Approximately 90% of the children in the school were born in Quebec and 60% use English as the main language spoken at home. The celebration of the cultural diversity of the student population is an important ingredient of the program at the school, both in the academic and cultural aspects of the students' curriculum. Our programs encourage students to celebrate their cultural heritage (example, Portuguese, Italian, Vietnamese, Chinese, Spanish) 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. The proportion of single-parent families is 13.5%. Roughly 15 students are absent on a daily basis, and about 15 families are expected to be late.

The school staff is comprised of one principal, 22 homeroom teachers, 6 specialists, six attendants, five special education technicians, eleven daycare staff, one school secretary, one half-time secretary and two caretakers. 10% of teachers are working part-time. There are two full-time bilingual resource teachers, who share an office. There is one teacher designated as the staff assistant. In addition to the attendants and special education technicians, the Complementary service team from the Board includes a psychologist, a spiritual and community animator, a special education consultant, an occupational therapist and a speech and language pathologist. They each come to school one day a week. The school staff is dedicated and works diligently to support the whole child. The staff is supportive of each other in developing a strong school climate where students can feel like they are part of a caring community. Professional development is an integral part of our school culture. Staff members are continuously participating in workshops and training sessions, where they share the new and innovative concepts learnt. Teachers also meet by cycle every two weeks in Professional Learning Communities (PLCs) to discuss the success of the students, strategies and techniques to improve learning. During this PLC time, students are engaged in a variety of activities (stop-motion, yoga, multi-sport, arts and crafts, et cetera).

Parental involvement is seen as important. Relations between teachers, parents and students are 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. Some parents are very involved (as in, they volunteer daily, attend meetings regularly, help supervise field trips, and support school wide events such as Scholastic Book Fair, Breakfast with Santa, End of Year Fun Day). We continue to develop new events to encourage parents who are less involved in school life to participate in their child's education in a positive manner. Events such as Bingo Night, Movie Night, Halloween, Steam Day, and Game Night are organized to encourage a sense of belonging and build community. PPO organizes the major school fundraisers that allow our students to take part in various activities throughout the year.

The population of the students in the school is quite varied in socio-economic status, behaviour and academic needs. About 28% of students in the school receive additional support for learning, social or emotional challenges. The staff has a good overall understanding of how to support the growth of the whole child, and this is further supported by quiet classroom corners, yearly school themes that focus on helping the children to actualize their potential as well as provide inspiration. Moreover, students have access to a sensory room which is used as a therapeutic or calming space depending on the need. Establishing contact with the local high schools has proven to be very valuable in assisting students with the transition to grade seven.

Science, Technology, Engineering, the Arts and Mathematics (STEAM) is the primary focus of the school. STEAM is an educational approach to learning that provides an access point for guiding student inquiry, and critical thinking. The end results are students who are risk-takers, engaged in experiential learning, persevere in problem-solving, and embrace collaboration, all the while working through the creative process. The school also offers Robotics to all students in grade six. These students have the opportunity to compete annually in the Robocup. Pierre Elliott Trudeau has a music specialist. The music room is equipped with a variety of instruments. Teachers regularly work together to develop projects that are carried out in cycles or school-wide. There is a variety of computer equipment that is available for teaching (smartboards, laptops, and tablets) and staff continue

to explore new methods of teaching with these tools. Online books are available to all students. The school has a learning commons supported by a library technician one and a half days a week. The school has an expansive yard and a park across the street which we can make use of.

Some services are offered by the local Centres intégrés de santé et de services sociaux (CIUSSS) including a nurse one day a week. A social work liaison is on call for consultation and referral. Pierre Elliott Trudeau receives food, literature books, school supplies and winter clothing from different organizations; Share the Warmth, Operation Sous Zero and First Book Canada are a few the organizations we avail ourselves of.

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 at 26% among all students. We have noticed that anxiety is on the rise with our cycle three students. This may have a negative correlation to the number of students who report feeling safe on the OURSCHOOL Survey.

Pierre Elliott Trudeau students love playing sports. There are intramural sporting events offered by the physical education teachers. Many of our Cycle 3 students participate in intermural team sports with the Greater Montreal Athletic Association (GMAA). This promotes teamwork, sportsmanship and collaboration within our school and other schools. There is a wide array of low-cost or free clubs and activities at lunchtime for all of our students.

Pierre Elliott Trudeau's Educational Project contains the four orientations 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' success rate on the End of Cycle 3 June Mathematics Exam (C2: Mathematical Reasoning Component) increased from 53.9% in 2015 to 62.5% in 2018.
- Student success rate in the French Reading Component increased from 74.4% in 2015 to 89.7% in 2018. In the Writing Component, success rates have increased from 84.6% in 2015 to 97.4% in 2018.
- In the English Language Arts June MEES Exam, the success rate on the Reading Component decreased from 69.2% in 2015 to 65.9% in 2018. The Writing Component remained relatively unchanged from 89.7% in 2015 to 90.2% in 2018.
- The results of the **OurSCHOOL** (formerly known as **Tell Them From Me**) surveys of student attitudes concerning victimization resulting from moderate to severe bullying, has increased slightly while perceptions of school safety have increased.

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 Vision

Pierre Elliott Trudeau School is to prepare our children for life-long learning. We are committed to producing competent and confident children through worthy school challenges where "learning is fun" and where self-esteem becomes the basis of a child's healthy, emotional and intellectual growth. Our goal is to nurture the all-around development of each child - academically, socially, culturally, and physically. Each child shall be encouraged to reach his/her potential in all areas.

Every student will follow a challenging and motivating curriculum which will eventually lead to mastery of the basic skills, the ability to think creatively and logically, the ability to function equally well in both English and French, and be capable of using the emerging informational technology in his/her everyday life.

Through all aspects of school life, children will be taught moral values to become caring, responsible and self-confident individuals and be respectful of the rights and property of others. In a mutually respectful environment, children will learn the interpersonal skills they will need in school and later on as adults. These skills will enable them to live and work harmoniously in a multicultural society.

With pride, Pierre Elliott Trudeau seeks to uphold its mandate by preparing its students to one day emerge as creative free thinkers contributing to the welfare of their families and society.

Our Values

Pierre Elliott Trudeau Elementary values the individual child's right to develop in an educational environment that is free from fear and prejudice.

1. A Challenging Academic Curriculum

Each child shall be encouraged to reach his/her potential by following a stimulating and motivating curriculum. This will foster the acquisition of the basic skills, problem-solving skills, allow for creative and analytical thinking and the ability to function equally well in English and French.

2. Students' Social, Community and Interpersonal Development

Each child shall be encouraged to become a caring, responsible and self-confident individual, respectful of the rights, feelings and property of others. Focus will be placed on learning moral values, appropriate relationships, interpersonal skills essential to the child's development and growth at school and throughout adult life.

3. Cultural Diversity

Each child will be sensitized and encouraged to experience and appreciate various cultural traditions and differences. This will enrich the child's overall development, enhance one's self-identity and allow for the cultural acceptance of others human rights.

4. Physical Well-Being

Children shall be motivated and encouraged to become health-conscious individuals. They will become well informed on body awareness issues and taught the importance of physical fitness and good nutrition as key components of a healthy lifestyle.

5. To Instruct, Socialize and Qualify

Pierre Elliott Trudeau School will provide instruction for the students' development and mastery of competencies. It will foster a sense of belonging to the community and teach the students to live together. Pierre Elliott Trudeau School will provide the opportunity for the students to achieve educational success and permit a harmonious transition from one level of education to another.

6. To Involve Parents

Pierre Elliott Trudeau School will provide opportunities for parents to actively participate in their children's school life. A sense of community will be fostered by this endeavour, and will support the individual efforts parents make to educate their children.

The Consultation

To assist with determining objectives for the Educational Project, Pierre Elliott Trudeau held three consultations for its community: one with the governing board and parent community, another for all staff, and finally a focus group to gain feedback from students. Below is a brief summary of what the process looked like.

There was a meeting of the governing board, and school staff to identify the needs of the students, the challenges tied to their success and the expectations of the community. In reviewing the objectives set by the school board in their Commitment-to-Success Plan, stakeholders contributed their thoughts and ideas in relation to the prescribed objectives. The school staff was surveyed and met to discuss common themes and priorities to provide solutions aimed at meeting the challenges identified in the educational project. A focus group of students from grade 6 met to share their experiences at Pierre Elliott Trudeau, with a focus of reflecting on strengths, weaknesses and areas of improvement. All results were collated and filtered by the school team, to prioritize objectives for improvement. The priorities and concern among the stakeholders were very different. Parents expressed the importance of physical activities, and establishing early habits of physically active lifestyles that can be sustained over time. The staff expressed concerns over the increase in the number of students with special needs, their successful integration, the need for additional resources to deal with this increase and their overall mental health. The students expressed their appreciation for the STEAM framework and the ongoing project-based learning activities. It is our belief that the orientations addressed in this education project will address all of the stakeholders concerns.

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. Please note that objective 3 does not apply to the elementary sector and is therefore not included in our 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: Pierre Elliott Trudeau Elementary and EMSB Success Rates in End-of-Cycle 3 Mathematical Reasoning Component of the MEES Examination (%)

Year	Pierre Elliott Trudeau Elementary Success Rate of EOC3 Mathematical Reasoning (C2)	EMSB Success Rate on EOC3 Mathematical Reasoning (C2)
2015	53.9	64.0
2016	56.7	65.2
2017	67.4	74.3
2018	62.5	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 steadily increased from 53.9% in 2015 to 67.4% in 2017. It then decreased to 62.5% in 2018. The school's results mirror those of the Board. Mathematical reasoning (C2) is comprised of two components, application questions and mastery of conceptual and procedural understanding. A further analysis of data not shown here shows that the students have performed increasingly well on application questions over the past four years with a success rate of 38.5% in 2015 to 80% in 2018. However, their results on the mastery of conceptual and procedural understanding remains an area of great concern where the success rate over the years has been below 55%.

In establishing our baselines, we chose to take an average of the last four years. The baseline is 60.1%.

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 60.1% in 2018 to 68.0% by 2022.

Orientation: Equity among Various Groups

EMSB OBJECTIVE

Equity

To reduce the gap in success rates between boys and girls from 10.3% 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: Pierre Elliott Trudeau Elementary and EMSB Success Ratio in End-of-Cycle 3 English Language Arts Reading Component of the June MEES Examination (%)

	2016-2017	Gap	2017-2018	Gap
Pierre Elliott Trudeau Elementary (Boys)	96.0 (24/25)	-7.1	50.0 (10/20)	31.0
Pierre Elliott Trudeau Elementary (Girls)	88.9 (16/18)		81.0 (17/21)	
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 success rate of the boys on the English Language Arts EOC 3 June MEES Examination Reading Component decreased from 96.0% in 2017 to 50.0% in 2018. The success rate of the girls decreased from 88.9% in 2017 to 81.0% in 2018. In 2017, there is a reverse gap between boys and girls of 7.1%. Although this appears significant, it represents one boy and two girls who were not successful. There is not an actual gap. In 2018, the gap between the success rate of boys and girls is 31.0%.

Because there is only two years of data available, the possibility exists that either result could be an anomaly. As such, the baseline will be calculated using an average of the two. Further data collection will allow us to gain a better grasp of the situation. The baseline is 19.0%. The absolute value of the reverse gap was used to determine the average.

School Objective 2: To maintain the gap between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component to about 10% through 2022.

Table 3: Pierre Elliott Trudeau Elementary and EMSB Success Rates in End-of-Cycle 3 French Second Language Writing Component of the Board-wide Uniform Examination (%)

FRI610 (Bilingual)	2016-2017	Gap	2017-2018	Gap
Pierre Elliott Trudeau Elementary (Boys)	100	4.8	100	0
Pierre Elliott Trudeau Elementary (Girls)	95.2		100	
EMSB Bilingual (Boys)	96.3	2.1	91.2	4.5
EMSB Bilingual (Girls)	98.4		95.7	

EMSB Lumix Data, 2018

Table 3 shows that the gap in the success rate of the French Second Language End-of-Cycle 3 Board-wide Examination Writing Component decreased from 4.8% in 2016-2017 to 0% in 2017-2018. We will continue to put in place strategies to maintain the parity between the boys and the girls.

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 0% through 2022.

Orientation: Mastery of Languages

EMSB OBJECTIVE

Language Proficiency

English Language Arts

Objective 4.0: 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 4.2: 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 4.3: 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: Pierre Elliott Trudeau Elementary and EMSB Success Rates in End-of-Cycle 3 English Language Arts MEES Examination (%)

Year	Reading Component		Writing Component	
	Pierre Elliott Trudeau School	EMSB	Pierre Elliott Trudeau School	EMSB
2015-2016	86.7	92.4	90.0	97.5
2016-2017	93.0	88.4	90.7	94.5
2017-2018	65.9	89.1	90.2	94.0

Source: EMSB Lumix 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 Pierre Elliott Trudeau Elementary has fluctuated greatly over the past three years. It is a possibility that last year's results is an anomaly given the results of the 2016 and 2017. Nevertheless the baseline will be calculated using an average of the three years. The baseline is 81.9%. The school will increase the success rate of the Reading Component from 81.9% in 2019 to 90.0% by 2022. Table 4 also shows that the success rate of the Writing Component has remained relatively stable at about 90%. In the Writing Component, we will increase the success rate from a baseline of 90.3% in 2019 to 95.0% by 2022.

Table 5: Pierre Elliott Trudeau Elementary Average Grades in End-of-Cycle 3 English Language Arts MEES Examination (%)

Year	Writing Component	
	Pierre Elliott Trudeau School	EMSB
2015-2016	72.2	75.8
2016-2017	67.7	74.2
2017-2018	72.2	73.8

Source: EMSB Lumix Data, 2018

As a result of the very high success rate in Writing the school has undertaken to improve the proficiency level of students. Table 5 shows the average mark on the Writing Component has fluctuated between 72.2% and 67.7% over the years. To calculate the baseline, an average of the last three years will be used. The baseline in the Writing Component is 70.7%.

Objective 4: To increase the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations from the baseline 81.9% to 90.0% by 2022.

Objective 4.1: To increase the success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations from 90.3% in 2019 to 95.0% by 2022.

Objective 4.2: To increase the average mark of students on the End-of-Cycle 3 Writing Component of the June MEES examinations from a baseline of 70.7% in 2018 to 73.0% by 2022.

French Second Language (Bilingual Program)

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

Year	Reading Component		Writing Component	
	Pierre Elliott Trudeau School	EMSB Bilingual	Pierre Elliott Trudeau School	EMSB Bilingual
2014-2015	74.4	74.9	84.6	89.3
2015-2016	76.7	81.0	96.7	97.9
2016-2017	97.6	90.6	100	97.3
2017-2018	89.7	90.8	97.4	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 increased from 74.4% in 2015 to 76.7% in 2016, mirroring the results of the Board. The significant increase to 97.6% in 2017 in the Reading Component is a result of the exam format changing to include audio and visual texts in addition to written texts. The success rate decreased to 89.7% in 2018.

In the Writing Component, the success rate increased from 84.6% in 2015 to 96.7% in 2016, also mirroring the results of the Board. The Writing Component has remained relatively stable at above 97% as of 2017.

In determining the baseline, the average of the last two years of results will be used. The average for the reading component is 93.7% and the average for the writing component is 98.7%. In this case, we will be maintaining the success rates for both components at or above 95%.

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 at or above the 95% range 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 at or above the 95% range 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	P.E.T. Bullying*	EMSB Bullying	P.E.T. School Safety**	EMSB School Safety	P.E.T. Anxiety***	EMSB Anxiety
2015-2016	24	24	63	67	18	18
2016-2017	25	24	77	65	20	18
2017-2018	26	23	75	65	18	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 23%, the perception of bullying at our school is slightly higher than that of the board at about 25%.

Table 7 also shows that the perception of school safety is relatively stable at the Board at about 65%. The perception of school safety increased from 63% in 2015 to 77% in 2016, with a slight decrease to 75% in 2018. While there is not a one to one correlation between perceptions of bullying and school safety, the data in 2015 suggests an incoherence.

Table 7 also shows that while the perceptions of anxiety at the Board level remain stable at 18%, the anxiety level of our school remained relatively stable at about 19%.

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 25% 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 72% in 2019 to 78% 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 19% in 2019 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 5: To maintain the MEES initiative of 60 minutes of physical activity per day/healthier lifestyle for all students.

As of September 2018, the school has invested in equipment and training of staff, to promote brain breaks in the classrooms. Each classroom has a bin of equipment/material available to students when they require an active break. Stationary bicycles are also available to the students in the classroom. All teachers are provided with USB keys with instructional videos for students to use during these brain breaks.

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

PIERRE ELLIOTT TRUDEAU

(School name)

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 60.1% in 2017 to 63.0% by 2022.

Indicator	Target	Strategies
The success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination	To increase the success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination from a baseline of 60.1% in 2017 to 63.0% by 2022.	<ul style="list-style-type: none"> • Teachers will place extra emphasis on identified areas of concern, identified from item analysis data (mastery of concepts and processes, specifically mental math and multiple choice type questions) • The school will invite our math consultant for a one day workshop on new strategies for teaching mental math and multiple choice type questions • Grading of Mastery of Concepts and Processes questions will mimic the End of Cycle Exam evaluation format in cycle 2 and 3 • Resource teachers will provide Acceleration for students who are struggling in math, or will work with students during class time (individually, or in a small group) on identified areas of weakness • Improve teachers' knowledge of mathematics concepts and instruction through the school board's numeracy initiative

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 19% in 2018 to 14% 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 0% 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 19% in 2018 to 14% by 2022.	<ul style="list-style-type: none">• Support students via mentors, tutoring, peer support networks, and role models• Expose students to a variety of texts because content and genre of literature and books affect the way students engage with reading• Integrate STEAM into reading• Emphasis placed on reading with a purpose• Set reading goals• Resource teachers will provide Acceleration for students who are struggling in reading, or will work with students during class time (individually or in a small group) on identified areas of weakness
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 0% through 2022.	<ul style="list-style-type: none">• Teachers will teach vocabulary explicitly, and focus on key words• Model different forms of writing• Resource teachers will provide Acceleration for students who are struggling in writing, or will work with students during class time (individually or in a small group) on identified areas of weakness

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 at the baseline of 81.9% to 85% 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% 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 65.2 % in 2018 to 68.2% through 2022.

French Second Language (bilingual)

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% range 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% range 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 increase the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations from 81.9% to 85% through 2022.	<ul style="list-style-type: none"> • The teachers will put extra emphasis on vocabulary and inference • Teachers will teach vocabulary explicitly, and focus on key words, use of picture walk through text • Promote active engagement of students in new vocabulary, using new words in discussion and conversation • Invite the consultants in to help with curriculum mapping • Modeling the structure of a reading response • Teaching students reading strategies • Resource teachers will provide Acceleration for students who are struggling in Reading, or will work with students during class time (individually or in a small group) on identified areas of weakness

<p>The success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations</p>	<p>To maintain the success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations above 90% range through 2022.</p>	<ul style="list-style-type: none"> • Focus on conventions of writing: varied sentence structure, development of simple and complex sentences and paragraphing • Using graphic organizers to help students organize their thoughts in prewriting • Invite the consultants in to help with curriculum mapping • Teacher modeling to externalise the thinking process, demonstrating, for example, how writers make decisions • Resource teachers will provide Acceleration for students who are struggling in writing, or will work with students during class time (individually or in a small group) on identified areas of weakness
<p>The average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations</p>	<p>To increase the average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations from a baseline of 65.2% in 2018 to 68.2% in 2022.</p>	<ul style="list-style-type: none"> • The teachers will put extra emphasis on vocabulary and inference • Teachers will teach vocabulary explicitly, and focus on key words, use of picture walk through text • Promote active engagement of students in new vocabulary, using new words in discussion and conversation • Modeling the structure of a reading response • Teaching students reading strategies • Resource teachers will provide Acceleration for students who are struggling in Reading, or will work with students during class time (individually or in a small group) on identified areas of weakness
<p>The success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading component of the June MEES examinations</p>	<p>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.</p>	<ul style="list-style-type: none"> • The teachers will put extra emphasis on vocabulary and inference • Invite the consultants in to help with curriculum mapping • Resource teachers will provide Acceleration for students who are struggling in reading, or will work with students during class time (individually, or in a small group) on identified areas of weakness
<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 95% range through 2022.</p>	<ul style="list-style-type: none"> • Teacher modeling to externalise the thinking process, demonstrating, for example, how writers make decisions • Teacher model different text types • Resource teachers will provide Acceleration for students who are struggling in writing, or will work with students during class time (individually, or in a small group) on identified areas of weakness

Well-being of the School Community:

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 25% in 2017 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 71.6% in 2017 to 76.6% 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 18.6% in 2017 to 15.6% by 2022.

Objective 5.3: To maintain the MEES initiative of 60 minutes of physical activity per day/healthier lifestyle for all students.

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 a baseline of 25% in 2017 to 20% by 2022.	<ul style="list-style-type: none"> • School’s Bullying Prevention Plan • Private message box in every classroom. • Senior students as mentors/leadership program • Best Buddies • Use material from Canadian Centre for Child Protection
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 71.6% in 2017 to 76.6% by 2022.	<ul style="list-style-type: none"> • Team building activities at the beginning of every year. • Class Meetings • Increase number of school assemblies in order to attain school pride.
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 18.6% in 2017 to 15.6% by 2022.	<ul style="list-style-type: none"> • Stress management workshops cycle 3 (OMEZ) • Relaxation, meditation/Calm APP etc... • Keep focusing on Growth Mindset

Indicator	Target	Strategies
The number of minutes our students are exposed to physical activity opportunities both in and outside of school and community.	To maintain the 60 minutes of physical activity per day/healthier lifestyle	<ul style="list-style-type: none"> • Encourage healthier food choices • Incorporating health breaks during the course of the day (meditation, exercise bikes, etc...)