



Commission scolaire English-Montréal  
English Montreal School Board



**EDUCATIONAL PROJECT**  
***WESTMOUNT PARK 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
- Students
- All staff, including, teachers, professionals, support staff and daycare personnel

## School Profile

Westmount Park School has 570 students from pre-kindergarten to grade six. The school offers an English Core program. The students complete 68% of their course work in English and 32% in French. Our school building opened in 1913, first as Westmount High School. In 1961, the school closed for two years so that it would be transformed from a high school to an elementary school. WPS reopened as an elementary school in 1963.

The school is situated in an urban area, located in the city of Westmount. Our school territory covers Downtown Montreal, St. Henri, Griffintown, Ville-Émard, Pointe St. Charles and Notre Dame de Grace east of Decarie. As the school's territory is large, 10 regular school busses and 6 special needs busses provide transportation to our students. Approximately 150 students make use of daycare services throughout the day.

Approximately, 40% of students attending Westmount Park were born in Quebec and use English as the main language at home. Our families represent many different countries of origin, particularly Korea, India, China, Saudi Arabia, Libya and Japan. The celebration of cultural diversity of the student population is an important ingredient of the programme at the school, both in the academic and cultural aspects of the curriculum. Our programmes encourage students to celebrate their cultural heritage while building mutual respect and a strong sense of community. As such, we recognize and support our staff members and students who choose to wear religious symbols reflecting their culture and their faith.

The poverty index for the school is 8, with 10 being the maximum according to the IMSE index issued by the MEES. The proportion of single-parent families is 30%.

Over the last few years, Westmount Park School has transformed. The enrollment has more than doubled in the last five years. In 2013, there were 327 students registered in the school. On September 28<sup>th</sup>, 2018, 702 students were registered. During the course of those five years, the number of regular students has remained stable while the number of temporary stay students has increased. The deed of the school states that 630 students should attend this building. Our building is used at 112% of its capacity.

Although the number of special needs students has remained stable, the percentage of students identified with EHDAA has decreased. Currently 12% of students are identified with Special Needs. This is due to the significant increase of the temporary stay students' registration. Approximately 20% of our students have an IEP. These numbers do not include our ESL students.

To answer the needs of our students, we currently have two specialized classes – an Early Stimulation class for pre-k and kindergarten students and an ASD class for students from grade 1-3 with Autism Spectrum Disorder. We also have two LD (learning disability) classes at the cycle 2 and cycle3 levels. We have two full-time resource teachers as well as a full-time ASD resource teacher providing additional support to students with autism. In addition, FSL and ESL tutoring has been added to support students from out of the country. The staff supports the needs of the students by providing quiet classroom corners. To support all students in the development of pro-social skills, our House System, in which students are separated across grade levels into 6 houses, promotes building community between students. House assemblies happen frequently. Students can win points for their houses by accomplishing certain tasks or displaying a positive attitude in the school.

With the help of outside organizations, the school is also offering a mentoring program with The Big Brothers and Big Sisters of Greater Montreal, chess (Math and Chess Association), and math and literacy workshops (Building Block Tutorials) to further support our students' social and academic growth. The school partners with the SPVM socio-community officers to provide safety and anti-bullying/cyber-bullying workshops.

The school staff is comprised of a principal, 2 vice-principals, 48 teachers, 6 special education technicians and 24 attendants, 12 daycare staff, 10 lunch supervisors, 2 secretaries, and 3 caretakers. All teaching staff is working full-time. There are 2 full-time resource teachers and 2 part-time French resource teachers. In addition to the attendants and special education technicians, the Student Services team from the EMSB includes a psychologist, a spiritual and community animator, a speech and language pathologist, an occupational therapist, and a special education consultant. They each come to the school generally one to two days per week.

Relations between teachers, parents and students are generally supportive and collaborative. The members of the governing board are actively involved in working to support school improvement. The Parent Participation Organization (PPO) meets once a month. Due to the high mobility of our student population, recruiting parent volunteers can be challenging. We also have other individuals volunteering during the course of the day in the classroom as volunteer listeners. Volunteers have come to help with our Book Fair, Breakfast with Santa, Christmas Elves, St. Patrick's Breakfast and Movie Nights.

Science, technology, engineering, arts and mathematics (STEAM) is the focus of the school. Westmount Park has a Science specialist as well as a music specialist. The science room is equipped with robotics equipment, a 3D printer and other material that can enhance the student experience. The music room is equipped with a variety of instruments.

The school will be facing a major challenge within the next 3 years. On October 25<sup>th</sup>, 2018, the EMSB Council of Commissioners voted to consult various groups on the relocation of the school and its students for the purpose of major renovations. On January 16<sup>th</sup>, 2019, the EMSB Council of Commissioners voted in favor of relocating the students attending Westmount Park School into two buildings according to postal codes. As of July 1<sup>st</sup>, 2019, Westmount Park School is housed in two locations: Marymount Academy in NDG and the former St. John-Bosco in Ville-Émard.

The next three years will be transitional years for Westmount Park School. Therefore, our efforts will be placed not only on the academic success of our students, but also on the maintaining of a school spirit and culture through the two campuses. The transition to two campuses took much effort on everyone's part, but the beginning of school in new facilities was smooth and the staff have settled into their usual routines. Resources continue to be provided to teachers to do their best work with our students. We are looking forward to moving back into our renovated school at 15 Park Place in Westmount for 2021-2022 school year.

## **Our Mission**

Westmount Park School is a multicultural and multi-ethnic school that celebrates our community's diversity. Our school is committed to offering a programme of quality education that focuses on rights and responsibilities. The recognition of cultural diversity of the student population is an important ingredient of our programme, both in the academic areas as well as in the cultural aspects of the curriculum.

## **Our Values**

At Westmount Park School we value:

- The individual child's right to develop in an educational environment that is free from fear and prejudice;
- The child's right to have the best possible educational experience;
- The right and the necessity of parents to be active partners in their child's education;
- The need and right of the child to be a life-long learner.

We use the 5 Rs to maintain our focus:

- Respect for all the members of the school community
- Rights of the child and members of the school community to a positive and enriching educational environment
- Resources to meet the broad spectrum of learning, social and emotional needs of our students
- Responsibilities to ensure our continued development as lifelong learners
- Recognition of individual and group achievements.

## **The Consultation**

An email survey was sent to the entire Westmount Park community using our mass-communication system on December 7<sup>th</sup>, 2018. More than 80 respondents answered the online survey. A general assembly, town hall style, was called by the Westmount Park Governing Board on December 11. Seventy-five people attended this evening. During the course of the evening, parents were able to voice their concerns, ask question and give their opinion about the future of WPS. On February 13<sup>th</sup>, our regional director, Ms. Pela Nickoletopoulos, regional director for west sector, was invited to answer questions from teachers regarding the future relocation of WPS. Furthermore, during the first week of March, a survey was sent to staff to get their feedback. Finally, a committee of teachers reviewed the Educational Project before its presentation to the Westmount Park Governing Board. Naturally, there was some apprehension about a large-scale move and the separation of our student population, but the support provided to staff, teachers, students and parents by the administration has lowered the anxieties and apprehensions that might be associated by such a move.

## 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 (%)**

<b>Year</b>	<b>Westmount Park Success Rate of EOC3 Mathematical Reasoning (C2)</b>	<b>EMSB Success Rate on EOC3 Mathematical Reasoning (C2)</b>
2015	51.9	63.8
2016	62.5	64.4
2017	80.0	74.3
2018	58.2	70.4

*Source: EMSB Local Data, 2018*

In the table above, the success rates of Westmount Park grade 6 students on the End of Cycle 3 Mathematics exam from the MEES are presented and compared to those of all grade six students in other EMSB schools.

Competency 2 (Mathematical Reasoning) is the more objective indicator of student performance at this level. Table 1 shows that the success rate has increased significantly each year from 2015 to 2017. The success rate increased from 51.9% in 2015 to 80.0% in 2017. The success rate decreased significantly to 58.2% the following year. The results of the school mirror those of the Board, although the increases and decreases are not of the same magnitude.

In establishing our baselines, we chose to take an average of the results of the last four years. The baseline is 63.2%.

**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 63.2% in 2019 to 66.0% 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) 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: Westmount Park and EMSB Success Rates in End-of-Cycle 3 English Language Arts Reading Component of the June MEES Examination (%)**

	<b>2016-2017</b>	<b>Gap</b>	<b>2017-2018</b>	<b>Gap</b>
<b>Westmount Park (Boys)</b>	69.6 (16/23)	23.0	57.6 (19/33)	13.0
<b>Westmount Park (Girls)</b>	92.6 (25/27)		70.6 (24/34)	
EMSB (Boys)	83.4	10.3	83.5	11.3
EMSB (Girls)	93.7		94.8	

*EMSB Lumix Data, 2018*

Table 2 shows the success rate of boys on the English Language Arts EOC 3 June MEES Examination Reading Component decreased from 69.6% in 2017 to 57.6% in 2018 and the success rate of girls decreased from 92.6% in 2017 to 70.6% in 2018. Table 2 also shows that the gap in success rates between girls and boys also decreased from 23.0% in 2017 to 13.0% in 2018. The decrease in gap exists because the decrease in the success rate of the girls was almost twice that of the boys. This decrease in both groups is of concern. As a school, we will continue to put in place strategies to increase the success rate of both boys and girls.

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 gap of the two years. Further data will allow us to gain a better grasp of the situation.

**School Objective 2: To reduce the gap in success rates between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination from 18.0% in 2019 to 10.0% by 2022.**

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

FRA610 Core	2016-2017	Gap	2017-2018	Gap
Westmount Park (Boys)	81.3 (13/16)	18.7	63.6 (7/11)	29.7
Westmount Park (Girls)	100 (20/20)		93.3 (14/15)	
EMSB Core (Boys)	69.1	22.6	75.9	10.5
EMSB Core (Girls)	91.7		86.4	

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 the success rate of boys on the French Second Language End-of-Cycle 3 Board-wide Examination Writing Component decreased from 81.3% in 2017 to 63.6% in 2018 and the success rate of girls decreased from 100% in

2017 to 93.3%. Table also shows that the gap in success rates between boys and girls increased from 18.7% in 2017 to 29.7% in 2018. The 18.7% gap in 2017 represents 3 boys being less successful and the 29.7% gap in 2018 also represents 3 less boys being successful. We have a gap. The fluctuation in percentage is due to the small number of students whose weighting affects the success rate substantially.

The baseline we have chosen is the average of the gap of the two years.

**School Objective 2.1: To reduce the gap in success rates between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination from 24.2% in 2019 to 12.0% by 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: Westmount Park Success Rates in End-of-Cycle 3  
English Language Arts MEES Examination (%)**

Year	Reading Component		Writing Component	
	Westmount Park	EMS B	Westmount Park	EMS B
<b>2015-2016</b>	<b>92.7</b>	92.4	<b>95.1</b>	97.5
<b>2016-2017</b>	<b>82.0</b>	88.5	<b>76.0</b>	94.5
<b>2017-2018</b>	<b>64.2</b>	89.1	<b>73.1</b>	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 Westmount Park decreased significantly from 92.7% in 2016 to 64.2 % in 2018. The Writing component has also shown this downward trend from 95.1% in 2016 to 73.1% in 2018. The downward trend is less pronounced in the Writing component. This downward trend may be partly due to the significant increase in our international and temporary stay population in the last couple of years and their entry point into our school. These students account for almost 60% of the student population. The level of English for some of these students is often low upon their arrival. The teaching staff works hard to improve the proficiency level of these students, but entry points in the later grades have an impact on the success rates.

The baseline will be established using the results of the last two years in light of the changing demographics of the school. The last two years are more indicative of the current situation of the school. The baseline for the Reading component is 73.1%. The baseline for the Writing component is 74.6%.

**Objective 4:** To increase the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations from 73.1% in 2019 to 80.0% in 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 74.6% in 2019 to 80.0% in 2022.

**French Second Language (Core Program)**

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

Year	Reading Component		Writing Component	
	Westmount Park	EMS B Core	Westmount Park	EMS B Core
2014-2015	29.7	55.3	91.9	80.1
2015-2016	78.0	83.5	80.5	81.9
2016-2017	50.0	58.7	91.7	79.6
2017-2018	38.5	66.8	80.8	80.5

Table 6 shows that the success rate on the Reading Component of the End-of-Cycle French Second Language Board-wide Uniform Examination increased significantly from 29.7 % in 2015 to 78.0 % in 2016. The exam format changed in 2017 to include audio and visual texts in addition to written texts. The success rate decreased significantly to 50.0% in 2017. It should be noted that the Board experienced a similar decrease that year. The success rate of the school decreased to 38.5% in 2018 while that of the Board increased. Table 6 also shows that while the success rate of the Board on the Writing Component of the End-of-Cycle French Second Language Board-wide Uniform Examination remained relatively stable in the 80% range, the success rate of the school fluctuated from 90% to 80% on alternate years.

In determining the baseline, the average of the last two years of results will be used. The baseline for the Reading Component is 44.3% and for the Writing Component is 86.3%.

**Objective 4.3: To increase the success rate of Core students on the End-of-Cycle 3 French Second Language Reading Component of the June MEES examinations from a baseline of 44.3% in 2019 to 60.0% through 2022.**

**Objective 4.4: To maintain the success rate of Core students on the End-of-Cycle 3 French Second Language Writing Component of the June Board uniform examinations above 85% 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	Westmount Park Bullying*	EMSB Bullying	Westmount Park School Safety**	EMSB School Safety	Westmount Park Anxiety***	EMSB Anxiety
2016-2017	<b>36</b>	24	<b>50</b>	65	<b>30</b>	18
2017-2018	<b>33</b>	23	<b>61</b>	65	<b>24</b>	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 at our school is higher than that of the Board, but has decreased from 36% in 2016-17 to 33% in 2017-18.

Table 7 also shows that while the perception of school safety has remained relatively stable at the Board at about **65**%, the perception of school safety increased from 50% in 2016-17 to 61% in 2017-18.

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 higher than that of the Board, but has decreased from 30% in 2016-17 to 24% in 2017-18.

In establishing our baselines, we have chosen to take the average of the results of the last two 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 35% 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 56% in 2019 to 62% 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 27% in 2019 to 21% 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 5.2: To prepare for the implementation of the MEES initiative of 60 minutes of physical activity per day for all students.**

An emphasis will be placed on physical activity and movement within the regular classroom, such as taking short breaks as a class. Movement centres around the school hallways will also allow students to be more active. The addition of a second afternoon recess as well as increasing the recess time from 15 minutes to 20 minutes will also provide further opportunities for physical movement.

## 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 63.2% in 2017 to 66.0% 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 63.2% in 2017 to 66.0% 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 (e.g. fractions and volume)</li> <li>• We will invite our math consultant for a one day workshop on new strategies for teaching fractions</li> <li>• The resource teacher will pull out 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</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 mathematics concepts and instruction through the school board's numeracy initiative</li> </ul>

**Equity:**

**Objective 2: To reduce 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 18.0% in 2019 to 10.0% by 2022.**

**Objective 2.1: To reduce the gap between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination from a baseline of 24.2% to 12.0% by 2022.**

<b>Indicator</b>	<b>Target</b>	<b>Strategies</b>
The gap in success rates between the boys and girls	To reduce 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 18.0% in 2019 to 10.0% by 2022.	<ul style="list-style-type: none"><li>• <b>Teachers will use more multiple intelligences activities to encourage learning through various points of entry (kinesthetic, verbal, visual musical etc).</b></li><li>• <b>Teachers will increase the use of non-fiction material used.</b></li></ul>
The gap in success rates between the boys and girls	To reduce the gap between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination from a baseline of 24.2% in 2019 to 12.0% by 2022.	<ul style="list-style-type: none"><li>• <b>Teachers will use more multiple intelligences activities to encourage learning.</b></li><li>• <b>Extra tutoring will be provided using the Mesure funds available.</b></li></ul>

## 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 from 73.1% in 2019 to 80.0% 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 74.6% in 2019 to 80.0% by 2022.

**Objective 4.3:** To increase the success rate of students on the End-of-Cycle 3 French Second Language (CORE Reading Component of the June MEES examinations from a baseline of 44.3% in 2019 to 60% through 2022.

**Objective 4.4:** To maintain the success rate of students on the End-of-Cycle 3 French Second Language (CORE) Writing Component of the June Board uniform examinations above the 85% 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 73.1% to 80.0% by 2022.	<ul style="list-style-type: none"> <li>• <b>Teachers will use more multiple intelligences activities to encourage learning through various points of entry (kinesthetic, verbal, visual musical etc).</b></li> <li>• <b>Teachers will increase the use of non-fiction material used.</b></li> <li>• <b>ESL tutoring will be provided using Mesure funds and other allocations</b></li> </ul>
The success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations	To increase the success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations from 74.6% in 2019 to 80.0% by 2022.	<ul style="list-style-type: none"> <li>• <b>Teachers will use more multiple intelligences activities to encourage learning through various points of entry (kinesthetic, verbal, visual musical etc).</b></li> <li>• <b>Teachers will increase the use of non-fiction material used.</b></li> <li>• <b>ESL tutoring will be provided using Mesure funds and other allocations</b></li> <li>• The teachers will put extra emphasis on vocabulary and inference</li> <li>• Teachers will teach vocabulary explicitly, and focus on key words, use of picture walk through text</li> <li>• Promote active engagement of students in new vocabulary, using new words in discussion and conversation</li> </ul>

<p>The success rate of students on the End-of-Cycle 3 French Second Language (CORE Reading Component of the June MEES examinations</p>	<p>To increase the success rate of students on the End-of-Cycle 3 French Second Language (CORE Reading Component of the June MEES examinations from a baseline of 44.3% in 2019 to 60% through 2022.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>The success rate of students on the End-of-Cycle 3 French Second Language (CORE) 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 (CORE) Writing Component of the June Board uniform examinations above the 85% range through 2022.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>

**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 35% in 2017 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 56% in 2017 to 62% 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 27% in 2017 to 21% by 2022.

Indicator	Target	Strategies
The rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey	To decrease the rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey from a baseline of 34% in 2017 to 30% by 2022.	<ul style="list-style-type: none"> <li>• Anti-bullying workshops will be done with the help of SPVM</li> <li>• Full of Character program will be offered to grade one students to help them learn positive ways to deal with conflicts.</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 61% in 2017 to 65% by 2022.	<ul style="list-style-type: none"> <li>• Use of the House system to promote positive feelings between students and provide attachment to various teachers in the school beyond the homeroom teacher.</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 baseline of 24% in 2017 to 20% by 2022.	<ul style="list-style-type: none"> <li>• The Pass program from Epique will be offered to all grade 5 students</li> <li>• Teachers will use various mindfulness activities such as deep breathing and yoga in their class.</li> </ul>