Commission scolaire English-Montréal

English Montreal School Board

EMS

EDUCATIONAL PROJECT

École Edward Murphy School

2019-2022

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The Educational Project

The educational project is a strategic tool for communicating with the educational community of a school and defining 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 (could include CSSS, Social Affairs, Police Department, community groups)
- Students
- All staff, including, teachers, professionals, support staff and daycare personnel

School Profile

- Edward Murphy School is part of the English Montreal School Board, situated in Mercier-Est which is a French working class sector of South-East Montreal. Our school boundaries include students from Mercier-Hochelaga-Maisonneuve, Anjou, Pointe-aux-Tremble and Montreal East boroughs for our English Core and French Immersion programs. The school is easily accessible by bus and metro. It is near the Lafontaine Tunnel, has direct access to Autoroute 25 and is in close proximity to the Ville Marie Expressway.
- Edward Murphy School opened in the fall of 1964. It became a dual program school in 1999. Our school population reflects the rich cultural diversity of Canada with predominantly English, French as well as many other communities. About 75-80 % of our 285 Kdg to Cycle 3 students are bussed. Most of our students speak several languages. English is a second language for approximately 60% of the student population. We have an increasing number of students with special needs ranging from mild to severe learning and/or intellectual disabilities. We are an inclusive school and our students with special needs add an enriching component to the Edward Murphy community. The school has an English Core program and a French Immersion program from K-6. We have a junior, intermediate and senior Speech and Language Development Class with a maximum of eight students in each class. In addition, we have an ASD (Autism Spectrum Disorder) junior class and an ASD senior class with a maximum of seven students each.
- The school benefits from AMSFA (A Montreal School for All) and ICOR because of its low socio-economic standing. Our school falls under the Inner City category and some of the major challenges our school community faces are families' low-income, low school-attendance and lack of access to English services for students with special needs. This has a direct impact on the academic success of our students.
- Our academic results have shown a strength in several areas. Our success rates have consistently been higher than those of the EMSB in the following subjects/competencies: Math Reasoning Component (both Core and Immersion), English Language Arts Writing Component (both Core and Immersion), and French Second Language Reading as well as Writing Components (both Core and Immersion).

Our Mission

The primary mission of Edward Murphy School is to encourage the development of the intellectual, social, moral, physical and emotional growth of our students, in order for our students to be literate, life-long learners.

This mission is fulfilled with the commitment of all partners of the Edward Murphy School community by:

- Sustaining an inclusive, caring, safe and harmonious environment,
- Promoting creativity,
- Supporting individuality,
- Fostering a positive learning environment,
- Reflecting good citizenship,
- Adopting a healthy, active lifestyle,
- And respecting the environment.

Our areas of focus are:

- Building all literacy competencies and focusing on early intervention
- Development of social skills and emotional self-regulation
- Increase family and community involvement
- Professional development of the school staff

Our Values

At Edward Murphy School, we emphasize the importance of cultivating academic achievement as well as developing healthy social and emotional skills. The values that are of great importance to us are respect, inclusivity, work ethic and empathy. These values are at the root of our practice and we work to embed them into all areas of school life.

The Consultation

Our consultation for our Educational Project included all families and staff members. Parents and guardians were invited to provide their feedback and suggestions on ways to improve several aspects of our school. Ongoing discussions also take place with our Governing Board and P.P.O. committees regarding ways to continuously improve the school to better serve all of our students. Moreover, the staff was invited to provide their feedback regarding ways to improve our practice and ways to prepare for and address the potential challenges that we may face in upcoming years.

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

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

EMSB Orientations, Objectives and School Objectives

Orientation: Improved Academic Success

EMSB OBJECTIVE

Graduation and qualification

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

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

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

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

Mathematics 6 (Cycle 3 year 2)

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

Year	École Edward Murphy School Success Rate of EOC3 Mathematical Reasoning (C2)	EMSB Success Rate on EOC3 Mathematical Reasoning (C2)
2015	68% (Core) 78.6% (Immersion)	63.8
2016	75% (Core) 38.5% (Immersion)	64.4
2017	16.7% (Core) 77.8% (Immersion)	74.3
2018	83.3% (Core) 100% (Immersion)	70.4

Source: EMSB Local Data, 2018

Competency 2 (Mathematical Reasoning) is an objective indicator of student performance at this level. Table 1 shows that the success rate has increased from 68% in 2015 to 83.3% in 2018 (Core) and from 78.6% in 2015 to 100% in 2018 (Immersion). The results mirror those of the Board from 2015 to 2017 in that there has been an increase in the success rate, however the school's results showed a significant drop in success rate in 2016 (Immersion). The cohort that year consisted of thirteen students with challenging behaviours. This could have been one cause for the notable drop in success rate. Similarly, there was a significant drop in success rate in 2017 (Core). This can be attributed to the fact that only 6 students wrote the exam that year. However, in 2018, the school outperformed the Board by 12.9%. (Core) and by 29.6% (Immersion). In the years to come, we will monitor the results to ensure that we can maintain, or increase, these rates.

In establishing our baselines, we chose to take an average of the last four years. The baseline for the last four years is 61% (Core) and 73% (Immersion).

School Objective 1: **To increase the success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination from a baseline of** 61% (Core) and 73% (Immersion) **in 2019 to** 65% (Core) and 75% (Immersion) **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: École Edward Murphy School and EMSB Success Rates in End-of-Cycle 3 English Language Arts Reading Component of the June MEES Examination (%)

	2016-2017	Gap	2017-2018	Gap
École Edward Murphy School (Boys)	66.7		93.3	
École Edward Murphy School (Girls)	100	33.3	91.7	1.6
EMSB (Boys)	83.4		83.5	
EMSB (Girls)	93.7	10.3	94.8	11.3

EMSB Lumix Data, 2018

Table 2 shows that the gap in the success rate of the English Language Arts EOC 3 June MEES Examination Reading Component decreased from 33.3% in 2016-2017 to 1.6% in 2017-2018. The Board's gap increased from 10.3% in 2016-2017 to 11.3% in 2017-2018. The school's gap is currently lower than that of the school board. As a school, we will continue to put in place strategies to increase the success rate of boys while maintaining or increasing the success rate of girls.

Because there are 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 will allow us to gain a better grasp of the situation.

School Objective 2: To <u>maintain</u> (or 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 1.6% in 2019.

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

FRI610 (Immersion)	2016-2017	Gap	2017-2018	Gap
École Edward Murphy School (Boys)	100		100	
École Edward Murphy School (Girls)	100	0	100	0
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EMSB Immersion (Boys)	96.7	1.9	99.1	6.1
EMSB Immersion (Girls)	98.6		93	

Immersion: Table 3 shows that there is no gap in the success rate of the French Second Language End-of-Cycle 3 Board-wide Examination Writing Component in 2017-2018. We will continue working to maintain the high success rates among both the boys and the girls.

FRA610 Core	2016-2017	Gap	2017-2018	Gap
École Edward Murphy School (Boys)	50		75	
École Edward Murphy School (Girls)	100	50	87.5	12.5
EMSB Core (Boys)	69.1		75.9	
EMSB Core (Girls)	91.7	22.6	86.4	10.5

Core: 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 50% in 2016-2017 to 12.5% in 2017-2018. The school's gap is in line with that of the School Board in 2017-2018. We will continue to put in place strategies to reduce the gap 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 for Immersion and to decrease the gap from a baseline of 12.5% in 2019 to 10% by 2022 in Core.**

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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: École Edward Murphy School Success Rates in End-of-Cycle 3
English Language Arts MEES Examination (%)

Year	Reading Component		Writing Component	
	École Edward Murphy School	EMSB	École Edward Murphy School	EMSB
2015-2016	58.3 (Core) 92.3 (Immersion)	92.4	100 (Core) 100 (Immersion)	97.5
2016-2017	66.7 (Core) 100 (Immersion)	88.5	100 (Core) 100 (Immersion)	94.5
2017-2018	84.2 (Core) 100 (Immersion)	89.1	88.9 (Core) 100 (Immersion)	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 Edward Murphy School steadily increased from 58.3% in 2016 to 84.2% to 2018 (Core) and from 92.3% in 2016 to 100% in 2018 (Immersion). While the Board's success rate in the Writing Component decreased just slightly, the school's success rate decreased from 100% in 2016 to 88.9% in 2018 (Core). The success rate remained at 100% over the last three years (Immersion). The school will aim to reach a success rate of 70% (Core) and maintain a success rate of 100% (Immersion) for the Reading Component. The school will also aim to increase the success rate to 96% (Core) and maintain the success rate of 100% (Immersion) for the Writing Component.

Table 5: École Edward Murphy School Average Grades in End-of-Cycle 3
English Language Arts MEES Examination (%)

		Reading Component			Writing Component	
	Year	École Edward Murphy School	EMSB		École Edward Murphy School	EMSB
	2016-2017	67.7	71.2		76.3	74.2
	2017-2018	73.3	72.8		72.2	73.8

Source: EMSB Local Data 2018

In addition to monitoring success rates in Reading & Writing, the school has also undertaken to improve the proficiency level of students. Table 5 shows the average mark on the Reading and Writing Component. The results of the school mirrors the results of the Board. To calculate the baseline, an average of the last two years will be used.

Objective 4: **To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above 70% (Core) and at 100% (Immersion) through 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 to 96% (Core) and maintain the success rate of 100% (Immersion) 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 70.5% in 2019 to 77.0% in 2022.**

French Second Language (Immersion and Core Programs)

Table 6: École Edward Murphy School Success Rates in End-of-Cycle 3
French Second Language Board-wide Uniform Examination (%)
Source: EMSB Lumix Data 2018

Year	Reading Component		Writing Component	
	École Edward Murphy School	EMSB Immersion	École Edward Murphy School	EMSB Immersion
2014-2015	*(illegible)*	*(illegible)*	*(illegible)*	*(illegible)*
2015-2016	*(illegible)*	*(illegible)*	*(illegible)*	*(illegible)*
2016-2017	100	94.5	100	97.6
2017-2018	100	95.1	100	96.0

Year	Reading Component		Writing Component	
	École Edward Murphy School	EMSB Core	École Edward Murphy School	EMSB Core
2014-2015	*(illegible)*	*(illegible)*	*(illegible)*	*(illegible)*
2015-2016	*(illegible)*	*(illegible)*	*(illegible)*	*(illegible)*
2016-2017	80	58.7	80	79.6
2017-2018	81.3	66.8	81.3	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 from 85.2% in 2015 to 100% in 2018 (Immersion). This is significantly higher than the results of the School Board.
In our Core program the results remained around the 80 percentile over the last few years with a high success rate of 100% in 2016. Last year, the schools results, 81.3 % were significantly higher than those of the School Board, 66.8%.

The results for the French Second Language Writing Component mirrored the results of the Reading Component (Immersion). Our success rate has remained at 100% over the last few years.
In our Core program, our success rate decreased from 100% in 2015 to 81.3% in 2018. We believe the 100% success rate in 2015 was an anomaly and can be attributed to the increased number of students who wrote the exam that year (27). This is a higher sample size than most other years in our school. The 81.3 % success rate in 2018 is in line with the School Board success rate of 80.5%.

Objective 4.3: To maintain the success rate of students on the End-of-Cycle 3 French Second Language Reading Component of the June MEES examinations at 100 % (Immersion) and increase the success rate to 85% (Core) through 2022.

Objective 4.4: To maintain the success rate of students on the End-of-Cycle 3 French Second Language Writing Component of the June Board uniform examinations at 100% (Immersion) and increase the success rate to 85% (Core) through 2022.

Objective 4.5: To increase the proficiency level of Immersion students on the End-of-Cycle 3 French Second Language Reading and Writing Components of the June Board uniform examinations to 85% through 2022 which is a slight increase from our current proficiency level of 82.8% in 2018.

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

<u>Students Perception of Bullying, Perception of School Safety and Sense of Anxiety:</u>

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

Year	École Edward Murphy School Bullying*	EMSB Bullying	École Edward Murphy School School Safety**	EMSB School Safety	École Edward Murphy School Anxiety***	EMSB Anxiety
2015-2016	29	24	60	67	31	18
2016-2017	26	24	51	65	17	18
2017-2018	27	23	55	65	29	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 slightly higher.

Table 7 also shows that the perception of school safety is relatively stable at the Board at about 66%. The perception of school safety is lower at our school, but seems to have improved in 2018.

Table 7 shows that while the anxiety level of students in stable at 18% at the Board level, the anxiety level of our students is higher than that of the board. There is a notable drop in anxiety level in 2017. This may be due to the cohort of students. Given the SES status of our school, we believe that some of the students' anxieties can be a result of family issues, financial or otherwise.

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 27.3% in 2018 to 24% 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 55.3% in 2018 to 60% 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 25.6% in 2018 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 well-being 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.

Schools that have implemented in 2017-2019:
School Objective 5:   To maintain the MEES initiative of 60 minutes of physical activity per day for all students.

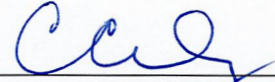## Implementation and Monitoring of the Project

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

École Edward Murphy School EDUCATIONAL PROJECT 2019-2022

WHEREAS The Education Act requires that the school develops an educational project;

WHEREAS The Educational Project was developed with the participation of the various stakeholders involved in the school, including: the governing board, parents, school staff, students, community and school board representatives;

WHEREAS The Educational Project is coherent with the School Board's Commitment-to-Success Plan;
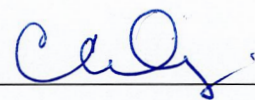
WHEREAS the period covered by the Educational Project is harmonized with the Commitment-to-Success Plan period covered by the School Board;

IT WAS MOVED BY _Stacey Birmingham_ AND RESOLVED THAT the Educational Project of 2019-2022 be adopted by the Governing Board.

IT WAS FURTHER MOVED BY _Ida Lento_ AND RESOLVED THAT a copy of the Educational Project be sent to the School Board for its adoption.

IT WAS FURTHER MOVED BY _Jennifer Branco_ 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) April. 11 2019

Signature, Governing Board Chairperson / Date

(signature) / April 11, 2019.

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 61% (Core) and 73% (Immersion) in 2019 to 65% (Core) and 75% (Immersion) 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 **61% (Core) and 73% (Immersion) in 2019 to 65% (Core) and 75% (Immersion) by 2022.**	• Teachers will place extra emphasis on identified areas of concern, identified from item analysis data (e.g. fractions and volume) • We will invite our math consultant for workshops on new strategies for teaching fractions and/or other areas of concern • We will also invite our math consultant to visit our classrooms to help implement strategies • Time will be allocated to 1) the use of manipulatives, and 2) the understanding of students' thought processes in higher order thinking • Provide professional development for teachers through the school board's numeracy initiatives • Increase opportunities for students to participate in math competitions • Allow students to practice solving Situational Problems both individually and in groups • Use technology and digital learning tools such as Mathletics

Equity:

Objective 2: To maintain (or 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 1.6% in 2019.

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 for Immersion and to decrease the gap from a baseline of 12.5% in 2019 to 10% by 2022 in Core.

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 **1.6% in 2019.**	• Include a variety of reading texts and interactive classroom activities that suit both genders • Teachers will use guided reading practices in the classroom
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 for Immersion and to decrease the gap from a baseline of 12.5% in 2019 to 10% by 2022 in Core.**	• Les enseignants aborderont une variété de sujets d'écriture qui conviendront autant aux garçons qu'aux filles et qui permettront aux élèves d'écrire selon leurs intérêts et leurs passions • Les enseignants utiliseront des stratégies de préécriture pour faciliter le processus d'écriture • Favoriser l'accès aux livres et à des genres littéraires diversifiés • Mettre en place différentes activités d'écriture • Pratiquer le modelage • Pratiquer l'écriture collective

Language Proficiency:

Objective 4: To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above 70% (Core) and at 100% (Immersion) through 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 to 96% (Core) and maintain the success rate of 100% (Immersion) 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 70.5% in 2019 to 77.0% in 2022.

Objective 4.3: To maintain the success rate of students on the End-of-Cycle 3 French Second Language Reading Component of the June MEES examinations at 100 % (Immersion) and increase the success rate to 85% (Core) through 2022.

Objective 4.4: To maintain the success rate of students on the End-of-Cycle 3 French Second Language Writing Component of the June Board uniform examinations at 100% (Immersion) and increase the success rate to 85% (Core) through 2022.

Objective 4.5: To increase the proficiency level of Immersion students on the End-of-Cycle 3 French Second Language Reading and Writing Components of the June Board uniform examinations to 85% through 2022 which is an slight increase from our current proficiency level of 82.8% in 2018.

Indicator	Target	Strategies
The success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations	To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations **70% (Core) and at 100% (Immersion) through 2022.**	- Teachers will provide a variety of reading materials (various topics, levels, types of reading) as well as opportunities to respond to a variety of texts and media - Teachers will increase opportunities dedicated to - dialogue - sharing of ideas - exposure to new vocabulary using a word wall - Teachers will dedicate time for students to practice both sustained silent reading and reading aloud
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 **to 96% (Core) and maintain the success rate of 100% (Immersion) through 2022.**	- Teachers will provide opportunities for writing assignments that are derived from students' interests - Teachers will model the writing process and provide students with guided-writing opportunities - Teachers will allot time to allow for self and peer editing - School will provide opportunities that encourage and celebrate students' writing such as Speaking and Writing events - Teachers will work together across cycles to help build writing skills from grade to grade - Teachers will dedicate time and classroom opportunities dedicated to:

		○ dialogue ○ sharing of ideas ○ exposure to new vocabulary using a word wall
The average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations	To increase the average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations from a baseline **of 70.5% in 2019 to 77.0% in 2022.**	- Teachers will put emphasis on enriching vocabulary by: ○ Highlighting key words ○ Use of word walls ○ Actively including new vocabulary in class discussions and activities - Teachers will provide frequent reading activities - Teachers will use a collaborative model for the delivery of reading instruction, putting emphasis on areas of difficulty - Teachers will guide students in development of critical thinking skills following the reading of a text and class discussions - Teachers will allow time for conferencing - Teachers will make connections with what is being taught in FSL - Teachers will provide a variety of literacy genres
The success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading component of the June MEES examinations	To maintain the success rate of students on the End-of-Cycle 3 French Second Language Reading component of the June MEES examinations **at 100 % (Immersion) and increase the success rate to 85% (Core) through 2022.**	- Les enseignants utiliseront un modèle de collaboration lors des leçons de lecture et mettront l'accent sur les difficultés rencontrées - Les enseignants guideront les élèves dans le développement de la pensée critique suite à la lecture d'un texte, par le biais de modèles et de discussions en classe - Les enseignants enseigneront le vocabulaire de façon explicite ○ Mettre l'emphase sur les mots-clés ○ Utiliser un mur de mots ○ Incorporer le nouveau vocabulaire dans les discussions et les activités - Les enseignants alloueront du temps supplémentaire pour des instructions en petits groupes - Enseigner et évaluer la banque de mots fournie par les conseillères pédagogiques - Pratiquer la lecture fréquemment - Diversifier les genres littéraires - Faire un lien avec ce qui est enseigné en anglais
The success rate of students on the End-of-Cycle 3 French	To maintain the success rate of students on the End-	Pratiquer la lecture silencieuses et la lecture de textes à haute voix Utiliser diverses formes d'approches pour aider les élèves à organiser leurs pensées dans le processus de préécriture

Second Language (bilingual) Writing component of the June Board uniform examinations	of-Cycle 3 French Second Language Writing component of the June Board uniform examinations **at 100% (Immersion) and increase the success rate to 85% (Core) through 2022.**	• L'école continuera à offrir aux élèves la possibilité de participer à divers événements qui encouragent et célèbrent l'écriture • Les enseignants fourniront un soutien supplémentaire et des possibilités diverses de rédaction Fournir plus de possibilités d'utilisation de la technologie pour la rédaction et la révision • Enseigner et évaluer la banque de mots fournie par les conseillères pédagogiques • Pratiquer la lecture et l'écriture au quotidien • Diversifier les genres littéraires • Faire un lien avec ce qui est enseigné en anglais
	To increase the proficiency level of Immersion students on the End-of-Cycle 3 French Second Language Reading and Writing Components of the June Board uniform examinations to **85% through 2022.**	• Utiliser les grilles d'évaluation créées par les conseillères pédagogiques • Continuer de travailler de près (ressource) avec les élèves en difficultés d'apprentissage • Allouer du temps pour travailler en petits groupes • Travailler fréquemment le vocabulaire afin de s'assurer de la compréhension et de la réutilisation

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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 a baseline of 27.3% in 2019 to 24% 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 55.3% in 2019 to 60% 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 25.6% in 2019 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 **27.3% in 2019 to 24% by 2022.**	Increasing the school-wide practice of prevention versus reaction by: • Teachers working with their classes to raise understanding of the term bullying versus unkind behavior • Implementation of brain breaks • School will continue to have House System that fosters respectful, cooperative and team-building activities
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 **55.3% in 2019 to 60% by 2022.**	• School will work with Socio-Community Officer to implement the Unite sans Violence program with all cycle 3 students • Emotional intelligence training for teachers and the implementation of the WE CARE Program (based on Yale University's Ruler Method) to address students' emotional understanding and self-regulation • A change in scheduling: keeping students with their homeroom teachers for additional subjects (when possible) in order to reduce transitions and promote a more consistent and safer environment • Teachers will cultivate a classroom climate that helps the students feel safe
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 **25.6% in 2019 to 21% by 2022.**	• We will further develop a school climate in which students feel comfortable expressing their needs and concerns • School will continue to provide mentoring with The Big Brothers and Big Sisters of Canada