



Commission scolaire English-Montréal  
English Montreal School Board



**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
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## **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

Edward Murphy School has 291 students from Kindergarten to Grade six. The school offers both French Immersion and English core. The breakdown of the language of instruction for each program is as follows:

<b>French Immersion</b>		
Kindergarten	0% English	100% French
Cycle 1	4% English	96% French
Cycle 2	50% English	50% French
Cycle 3	54% English	46% French

<b>English Core</b>		
Kindergarten – Grade 6	70% English	30% French

Approximately 33% of our student population has an I.E.P. with 61 coded students and about 25 waiting to be assessed. These numbers do not include our newly arrived students nor our English Second Language (ESL) students. The challenges we face in the instruction of our curriculum include the differentiation required when teaching students with special needs and learning disabilities, as well as our students who face difficult challenges at home.

- 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).

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 areas of 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. As the school's territory is large, 7 regular school buses and 6 mini-busses provide transportation services to our students. Approximately 100 students make use of daycare services throughout the day. Approximately 85% of the children in the school were born in Quebec. About 60% of our students use English as the main language spoken at home and about 25% use French as the main language spoken at home. The poverty index for the school is 9, with 10 being the maximum according to the IMSE Index issued by the MEES. The proportion of single-parent families is 20%. Approximately 15 students are absent on a daily basis, and about 10 students are expected to be late.

The school staff is comprised of one principal, thirty teachers, seven attendants, four special education technicians, seven daycare and lunch staff, one full-time secretary, one part-time secretary, and two caretakers. There is a full-time French resource teacher and a full-time English Resource teacher. There is one teacher designated as the staff assistant. In addition to the attendants and special education technicians, the Complementary Service Team from the School Board includes a Psychologist, a Speech and Language Pathologist, a Special Education Consultant, an Autism Consultant, an Occupational Therapist and a Spiritual and Community Animator. They each come to school at least one day per week. The school staff is dedicated and works diligently to support the whole child. The staff is supportive of each other and in developing a strong school climate where students can feel like they are part of a caring community. A lot of work is done to help the students understand and celebrate each other's differences.

Parental involvement is seen as important and we provide significant opportunities for parents to participate in daily school life. This includes volunteering in our breakfast club daily as well as monthly classroom events that encourage parents to spend time at school with their children. 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 regularly and is very implicated in school life. Some parents are very involved (as in, they volunteer daily, attend meetings regularly and support school wide events). 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. The population of the students in the school is quite varied in socio-economic status, behavior and academic needs. About 33% of students in the school receive additional support for learning, social or emotional challenges. The staff has a good overall understanding of the varying needs of our students and how to support the growth of the whole child. This goal is further supported by calm-down corners in many classrooms as well as annual House themes that focus on helping students understand and develop values and positive behaviors. Moreover, students have access to a full-time Harmony Room (sensory) as well as a Calm-Down Room, to help support them as they learn to regulate and manage their emotions.

All of our students receive one hour of visual arts per week and one hour of music per week, however due to increased enrolment, our school no longer has a specified art room or music room. We have also had to temporarily close our computer lab in order to accommodate an increased number of homeroom classes. However, we have purchased mobile labs to hold the variety of computer equipment that is available for teaching (smartboards, laptops, tablets), and our staff continue to explore new methods of teaching with these tools. Online books are widely available to all students and the

school has a library supported by a library technician one to two days per week. The school has an expansive yard with a large playground structure, a soccer field, basketball court, track and a school garden. In 2019, Edward Murphy's yard was named among one of the top school yards in Montreal by Le Journal de Montreal.

Some services are offered by the local Centres intégrés de santé et de services sociaux (CISSS) including a nurse for one day per week. A social work liaison is on call for consultation and referral. Edward Murphy School receive annual donations (monetary or other) from The Generations Foundation, the St. Aloysius community, Sun Youth, Second Chance Café, and our local Maxi grocery store. These donations are used to help subsidize breakfasts and lunches, as well as to provide school materials to students in need. In order to ensure that students have a nutritious breakfast each morning, our school offers an affordable breakfast program with The Breakfast Club of Canada. Each morning, approximately 250 students enjoy a satisfying breakfast at the start of the school day.

The OURSCHOOL Survey is administered once a year and provides feedback to administration about student perceptions of their daily lives. Within the last year, the rate of perceived victimization (bullying) among our students has remained stable. Similarly, the rate of anxiety among students has also remained stable. We are working to decrease the rates of perceived victimization and anxiety by supporting students in a variety of ways, as described below.

Our aim is to support students in the development of positive social-emotional behaviors and look at preventative measures to ensure that perceived victimization is decreased. The school has a Social Emotional Learning program that focuses on helping students understand, label and regulate their emotions. This "We Care" program also includes leadership opportunities for our cycle 3 students allowing them to help uncover and mediate instances of conflict among students. These "Care Rangers" receive coaching on these topics and are considered a valued part of our school. We also have a House System that aims to promote school-wide values that encourage positive interactions among students.

The school holds regular activities for the families of students: a welcome back party, a holiday breakfast, a music concert, a variety show, and end-of-year barbecue, to name a few. Establishing contact with the local high schools has proven to be very valuable in assisting students with the transition to grade 7. The Cycle 3 students often visit the high school and we also meet with the various high school guidance counsellors to help them prepare to receive our grade six students the following year.

Edward Murphy students have many hobbies and passions that they love to develop. The school has a wide variety of free clubs and activities that are run by teachers during lunchtime. Approximately 75% of our students participate in these clubs.

Happy Valley's Management and Educational Success Agreement (MESA) contains the five goals determined by the School Board, complemented by objectives, strategies and targets determined by the school.

It is evident from the successive Annual reports of the school, (the most recent being for the 2017-2018 school year), that:

- Students' results on the End of Cycle 3 June Mathematics Exam (C2: Mathematical Reasoning Component) for the Immersion Program increased from 69.9% in 2015 to 100% in 2018. In the English Core, students' results increased from 49.1% in 2015 to 83.4% in 2018.
- Student results in the French Reading Component for the Immersion students increased from 83.8% in 2015 to 100% in 2018. English Core students also increased from 58.9% in 2015 to 81.3% in 2018. In the Writing Component, results have increased from 92.4% in 2015 to 100% in 2018 for the Immersion students. The results for the English Core in Writing remained stable at 81% in 2015 and in 2018.

- In the English Language Arts June MEES Exam, the results of Immersion students on the Reading Component increased from 90.2% in 2015 to 100.0% in 2018. The Writing Component for this group also increased from 95.7% in 2015 to 100% in 2018. For the students in the English Core, the results on the Reading Component increased from 63% in 2015 to 84.2% in 2018. The Writing Component results for this group also increased from 75.5% in 2015 to 88.9% in 2018.
- The results of the **OurSCHOOL Survey** (formerly known as **Tell Them From Me**) of student attitudes concerning victimization resulting from moderate to severe bullying, and concerning feeling safe at school have improved slightly. The anxiety level of students has remained relatively stable.

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

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.



## EMS B Orientations, Objectives and School Objectives

### *Orientation: Improved Academic Success*

#### **EMS B 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*.

#### **EMS B 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: École Edward Murphy School and EMSB Success Rates in End-of-Cycle Mathematical Reasoning Component of the MEES Examination (Core) (%)**

Year	École Edward Murphy School Success Rate of EOC3 Mathematical Reasoning (C2) CORE	EMSB Success Rate on EOC3 Mathematical Reasoning (C2)
2015	68.0 (17/25 )	63.8
2016	75.0 (9/12)	64.4
2017	16.7 ( 1/6)	74.3
2018	83.3 (15/18)	70.4

*Source: EMSB Local Data, 2018*

Given that the population is small, the use of percentages in reporting on the success rate for this group can be misleading since a small change in numbers may produce a large fluctuation in percentages. Competency 2 (Mathematical Reasoning) is an objective indicator of student performance at this level. Table 1 shows that the success rate has increased from 68.0% in 2015 to 75.0% in 2016. There was a significant decrease in 2017, where only one of six students was successful. The results of 2017 may have been an anomaly. In 2018, there was a significant increase to 83.3%.

In establishing our baseline, we chose to take an average of three of the last four years, excluding the results from 2017. The baseline is 75.4%.

**School Objective 1: To increase the success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination from a baseline of 75.4% to 80.0% by 2022.**

**Table 1.1: École Edward Murphy School and EMSB Success Rates in End-of-Cycle Mathematical Reasoning Component of the MEES Examination (Immersion) (%)**

Year	École Edward Murphy School Success Rate of EOC3 Mathematical Reasoning (C2) IMMERSION	EMSB Success Rate on EOC3 Mathematical Reasoning (C2)
2015	78.6 (11/14)	63.8
2016	38.5 (5/13)	64.4
2017	77.8 (7/9)	74.3
2018	100 (9/9)	70.4

*Source: EMSB Local Data, 2018*

Given that the population is small, the use of percentages in reporting on the success rate for this group can be misleading since a small change in numbers may produce a large fluctuation in percentages. Competency 2 (Mathematical Reasoning) is an objective indicator of student performance at this level. Table 1.1 shows that the success rate of the immersion students decreased from 78.6% in 2015 to 38.5% in 2016. The results for 2016 may have been an anomaly. Since then, the success rate has increased significantly each year, to a success rate of 100% in 2018.

In establishing our baseline, we chose to take an average of three of the last four years, excluding the results from 2016. The baseline is 85.5%.

**School Objective 1.1: 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 85.5% to 90.0% by 2022.**

## *Orientation: Equity among Various Groups*

### **EMSB OBJECTIVE**

#### **Equity**

To reduce the gap in success rates between boys and girls from 8.2% in 2016 to 6.2% by 2022.

In examining equity issues, we sought out evidence in determining the gap in success rates that may exist between boys and girls. We have examined English Language Arts, French Second Language (core, bilingual and immersion) and Mathematics. As a result of our analysis, we will concentrate our efforts in: English Language Arts, the Reading Component on the June MEES End-of-Cycle Examinations and French Second Language and the Writing Component on the June board-wide End-of-Cycle uniform Examinations.

**Table 2: 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 (4/6)	33.3	93.3 (14/15)	1.6
École Edward Murphy School (Girls)	100 (9/9)		91.7 (11/12)	
EMSB (Boys)	83.4	10.3	83.5	11.3
EMSB (Girls)	93.7		94.8	

*Source: EMSB Lumix Data, 2018*

Given that the population is small, the use of percentages in reporting on the success rate for this group can be misleading since a small change in numbers may produce a large fluctuation in percentages. Table 2 shows the success rate of boys on the English Language Arts EOC 3 June MEES Examination Reading Component increased from 66.7% in 2017 to 93.3% in 2018 and the success rate of girls decreased from 100% in 2017 to 91.7% in 2018. Table 2 also shows there was a 33.3% gap in the success rate between girls and boys in 2017. In fact, there were two boys that were not

successful. In 2018, there was a reverse gap of 1.6% in the success rates. In fact, there was only one boy and one girl that were not successful. There is no real gap in success rates between the boys and girls.

**School Objective 2: To maintain 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 at about 5% through 2022.**

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

FRI610 (Immersion)	2016-2017	Gap	2017-2018	Gap
École Edward Murphy School (Boys)	100 (3/3)	0	100 (5/5)	0
École Edward Murphy School (Girls)	100 (6/6)		100 (4/4)	
EMSB Immersion (Boys)	96.7	1.9	99.1	6.1
EMSB Immersion (Girls)	98.6		93	

Table 3 shows the success rate on the French Second Language End-of-Cycle 3 Board-wide Examination Writing Component for both boys and girls was 100% for both 2017 and 2018. There is no gap. We will continue working to maintain the high success rates among both the boys and the girls.

**Table 3.1: École Edward Murphy School and EMSB Success Rates in End-of-Cycle 3 French Second Language Writing Component of the Board-wide Uniform Examination (Core) (%)**

FRA610 Core	2016-2017	Gap	2017-2018	Gap
École Edward Murphy School (Boys)	50.0 (1/2)	50.0	75.0 (6/8)	12.5
École Edward Murphy School (Girls)	100 (3/3)		87.5 (7/8)	
EMSB Core (Boys)	69.1	22.6	75.9	10.5
EMSB Core (Girls)	91.7		86.4	

*Source: EMSB Local Data 2018*

Given that the population is small, the use of percentages in reporting on the success rate for this group can be misleading since a small change in numbers may produce a large fluctuation in percentages. Table 3.1 shows the success rate of boys on the French Second Language End-of-Cycle 3 Board-wide Examination Writing Component increased from 50% in 2017 to 75% in 2018 and the success rate of girls decreased from 100% in 2017 to 87.5% in 2018. Table 3.1 also shows the gap in success rates between boys and girls. The cohort of boys and girls in 2017 is so small that referring to a gap does not give relevant information. The 12.5% gap in success rates in 2018 represents only one less boy not being successful. There is no real gap.

**School Objective 2.1: To maintain the existing parity in success rates between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination (Immersion) at 0% through 2022.**

**School Objective 2.2: To maintain the gap in success rates between boys and girls on the End-of-Cycle 3 French Second Language Writing Component of the June Board-wide Examination (Core) at about 5% through 2022.**

## ***Orientation: Mastery of Languages***

### **EMSB OBJECTIVE**

#### **Language Proficiency**

##### **English Language Arts**

**Objective 4:** To increase the success rate of students on the End-of-Cycle 3 English Reading component of the June MEES examinations from 88.5% in 2017 to 90% by 2022.

**Objective 4.1:** To maintain the success rate of students on the End-of-Cycle 3 English Writing component of the June MEES examinations above the 90% range through 2022.

##### **French Second Language (base)**

**Objective 4.3:** To increase the success rate of students on the End-of-Cycle 3 French Second Language (base) Reading component of the June MEES examinations from 87.6% in 2017 to 90% by 2022.

**Objective 4.4:** To maintain the success rate of students on the End-of-Cycle 3 French Second Language (base) Writing component of the June MEES examinations above the 90% range through 2022.

**English Language Arts**

**Table 4: École Edward Murphy School Success Rates in End-of-Cycle 3 English Language Arts MEES Examination (%)**

<b>CORE</b>	<b>Reading Component</b>		<b>Writing Component</b>	
<b>Year</b>	<b>École Edward Murphy School</b>	<b>EMSB</b>	<b>École Edward Murphy School</b>	<b>EMSB</b>
<b>2015-2016</b>	58.3 (7/12)	92.4	100 (12/12)	97.5
<b>2016-2017</b>	66.7 (4/6)	88.5	100 (6/6)	94.5
<b>2017-2018</b>	84.2 (16/19)	89.1	88.9 (16/19)	94.1

*Source: EMSB Local Data 2018*

Table 4 shows that the success rate on the Reading Component of the End-of-Cycle 3 MEES Examination of Edward Murphy School steadily increased from 58.3% in 2016 to 84.2% to 2018 in our Core Program. In the Writing Component, the school’s success rate decreased from 100% in 2016 to 88.9% in 2018.

To calculate the baseline, an average of the last three years will be used. The baseline for the Reading component is 69.7% and the baseline for the Writing component is 96.3%

**Objective 4: To increase the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations from 69.7% in 2019 to 75.0% by 2022. (Core)**

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



**Table 4.1: École Edward Murphy School Success Rates in End-of-Cycle 3  
English Language Arts MEES Examination (%)**

IMMERSION Year	Reading Component		Writing Component	
	École Edward Murphy School	EMS B	École Edward Murphy School	EMS B
<b>2015-2016</b>	92.3 (12/13)	92.4	100 (13/13)	97.5
<b>2016-2017</b>	100 (9/9)	88.5	100 (9/9)	94.5
<b>2017-2018</b>	100 (9/9)	89.1	100 (9/9)	94.1

Source: EMSB Local Data 2018

Table 4.1 shows that in our Immersion Program the success rate on the Reading Component of the End-of-Cycle 3 MEES Examination of Edward Murphy School increased from 92.3% in 2016 to 100% in 2017. It then remained at a 100% success rate for 2018. The success rate for the Writing Component on the End-of-Cycle 3 MEES Examination remained at 100% over the last three years. The school will aim to maintain a success rate above 95% for both the Reading and Writing component.

**Objective 4.2: To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above 95% through 2022. (Immersion)**

**Objective 4.2a: To maintain the success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations above 95% through 2022. (Immersion)**

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

Year	Reading Component		Writing Component	
	École Edward Murphy School	EMS B	École Edward Murphy School	EMS B
<b>2016-2017</b>	67.7	71.2	76.3	74.2
<b>2017-2018</b>	73.3	72.8	72.2	73.8

Source: EMSB Local Data 2018

As a result of the very high success rate in both Reading and Writing, the school has undertaken to improve the proficiency level of students. Table 5 shows the average mark on the Reading and Writing Component for all students. The average mark for the Reading component increased from 67.7% in 2017 to 73.3% in 2018. The average mark for the Writing component decreased from 76.3% in 2017 to 72.2% in 2018. The results of the school

mirror the results of the Board. To calculate the baseline, an average of the last two years will be used. The baseline for the Reading component is 70.5% and the baseline for the Writing component is 74.3%.

**Objective 4.3: To increase the average mark on the End-of-Cycle 3 Reading Component of the June MEES examinations from a baseline of 70.5% in 2019 to 73.5% in 2022.**

**Objective 4.3a: To increase the average mark on the End-Of-Cycle Writing Component of the June MEES examinations from a baseline of 74.3% in 2019 to 76.5% in 2022.**

**French Second Language**

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

IMMERSION	Reading Component		Writing Component	
	École Edward Murphy School	EMSBI Immersion	École Edward Murphy School	EMSBI Immersion
2014-2015	85.2 (23/27)	84.7	85.2 (23/27)	92.5
2015-2016	100 (13/13)	88.2	100 (13/13)	98.9
2016-2017	100 (9/9)	94.5	100 (9/9)	97.6
2017-2018	100 (9/9)	95.1	100 (9/9)	96.0

*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 (Immersion Program) increased from 85.2% in 2015 to 100% in 2016. The exam format changed in 2017 to include audio and visual texts in addition to written texts. The success rate continued to be 100% the following two years.

Table 6 also shows that the success rate on the Writing Component of the End-of-Cycle French Second Language Board-wide Uniform Examination (Immersion Program) increased from 85.2% in 2015 to 100% in 2016. The success rate continued to be 100% the following two years. The exam format did not change.

**Objective 4.4: To maintain the success rate of the End-of-Cycle 3 French Second Language Reading Component on the June MEES Examination (Immersion) above 95% through 2022. (Immersion)**

**Objective 4.4a: To maintain the success rate of the End-of-Cycle 3 French Second Language Writing Component on the June Board uniform Examination (Immersion) above 95% through 2022.**

**Table 6.1: École Edward Murphy School Success Rates in End-of-Cycle 3 French Second Language Board-wide Uniform Examination (%)**

CORE	Reading Component		Writing Component	
Year	École Edward Murphy School	EMSB Core	École Edward Murphy School	EMSB Core
2014-2015	83.3 (10/12)	55.3	100 (12/12)	80.1
2015-2016	100 (12/12)	83.5	91.7 (11/12)	81.9
2016-2017	80.0 (4/5)	58.7	80.0 (4/5)	79.6
2017-2018	81.3 (13/16)	66.8	81.3 (13/16)	80.5

*Source: EMSB Lumix Data 2018*

Given that the population is small, the use of percentages in reporting on the success rate for this group can be misleading since a small change in numbers may produce a large fluctuation in percentages. Table 6.1 shows that the success rate of the Reading Component on the End-of-Cycle French Second Language Board-wide Uniform Examination in our Core Program increased from 83.3% in 2015 to 100% in 2016. The exam format changed in 2017 to include audio and visual texts in addition to written texts. The success rate decreased to 80.0% in 2017. The decrease appears to be significant because of the small number of students who wrote the exam. The success rate remained above 80% the following year.

Table 6.1 also shows that the success rate of the Writing Component on the End-of-Cycle French Second Language Board-wide Uniform Examination in our Core Program decreased gradually from 100% in 2015 to 81.3% in 2018. The exam format did not change.

In calculating the baseline, the school has chosen to take the average of the results of the last two years. The baseline for the Reading component is 80.7% and the baseline for the Writing component is 80.7%.

**Objective 4.5: To increase the success rate on the End-of-Cycle 3 French Second Language Reading Component on the June Board -wide examination (Core Program) from 81.3% in 2019 to 88.0% by 2022.**

**Objective 4.5a: To increase the success rate on the End-of-Cycle 3 French Second Language Writing Component on the June Board -wide examination (Core Program) from 81.3% in 2019 to 88.0% by 2022.**

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

**EMSB OBJECTIVE**

**A welcoming, safe, and caring living environment**

**EMSB Objective: To decrease the rate of elementary students who report victimization resulting from bullying on the OURSCHOOL survey from 24% in 2017 to 22% by 2022**

**EMSB Objective: To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL survey from 65% in 2017 to 68% by 2022**

**EMSB Objective: To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL survey from 18% in 2017 to 16% by 2022**

**Students Perception of Bullying, Perception of School Safety and Sense of Anxiety:**

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

Year	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	<b>29</b>	24	<b>61</b>	67	<b>31</b>	18
2016-2017	<b>26</b>	24	<b>51</b>	65	<b>17</b>	18
2017-2018	<b>27</b>	23	<b>55</b>	65	<b>29</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 our school results based on the survey responses of Grade 6 students. While the perception of bullying has remained relatively stable at the Board level at about 24%, the perception of bullying at our school has been also stable at about 27%.

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. While there is not a one-to-one correlation between school safety and bullying, there is some correlation. The data suggests that when bullying decreased, school safety also decreased and when bullying was at its highest, school safety was at its highest. It is possible that students may not have a clear understanding of the concepts.

Table 7 shows that while the anxiety level of students is stable at 18% at the Board level, the anxiety level of our students is higher than that of the board. There is a notable drop in anxiety level in 2017. Further data will allow us to gain greater understanding concerning this issue.

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

**School Objective 5: To decrease the rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey from a baseline of 27% 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% 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 26% 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 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.

Edward Murphy School was chosen as a pilot school to participate in a Quebec government health initiative called *À l'école, on bouge!* The objective it is to encourage an active lifestyle by providing our students with different opportunities to be physically active throughout the day. This initiative has been presented to our students by adding stationary bikes in every classroom, extra equipment for recess play and school wide winter activity trip. Teachers have also adopted the *À l'école, on bouge!* and have integrated it into their daily schedule creating exciting cross-curricular activities.

**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

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GOVERNING BOARD CHAIRPERSON

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PRINCIPAL

## ON BEHALF OF THE SCHOOL BOARD

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DIRECTOR GENERAL

**GOVERNING BOARD RESOLUTION**

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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 \_\_\_\_\_ 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 75.4% in 2019 to 80% in our Core Program by 2022.**

**Objective 1.1: 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 85.4% in 2019 to 90% in our Immersion Program 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 <b>75.4% (Core) and 85.4% (Immersion) in 2019 to 80% (Core) and 90% (Immersion) by 2022.</b></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 workshops on new strategies for teaching fractions and/or other areas of concern</li> <li>• We will also invite our math consultant to visit our classrooms to help implement strategies</li> <li>• Time will be allocated to 1) the use of manipulatives, and 2) the understanding of students' thought processes in higher order thinking</li> <li>• Provide professional development for teachers through the school board's numeracy initiatives</li> <li>• Increase opportunities for students to participate in math competitions</li> <li>• Allow students to practice solving Situational Problems both individually and in groups</li> <li>• Use technology and digital learning tools such as Mathletics</li> </ul>

**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 17.5% in 2019.**

**Objective 3: 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**

**Objective 3.1: 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 <b>17.5% in 2019.</b>	<ul style="list-style-type: none"> <li>• Include a variety of reading texts and interactive classroom activities that suit both genders</li> <li>• Teachers will use guided reading practices in the classroom</li> </ul>
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 <b>0% through 2022 for Immersion and to decrease the gap from a baseline of 12.5% in 2019 to 10% by 2022 in Core.</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Les enseignants utiliseront des stratégies de préécriture pour faciliter le processus d'écriture</li> <li>• Favoriser l'accès aux livres et à des genres littéraires diversifiés</li> <li>• Mettre en place différentes activités d'écriture</li> <li>• Pratiquer le modelage</li> <li>• Pratiquer l'écriture collective</li> </ul>

**Language Proficiency:**

**Objective 4: To maintain the success rate of 70% on the End-of-Cycle 3 English Reading Component and to maintain a success rate of 96% for the Writing Component through 2022**

**Objective 4.1: To maintain a success rate of 100% in the Reading Component and to maintain a success rate of 100% for the Writing Component through 2022**

**Objective 5: 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 5.1: To increase the average mark on the End-Of-Cycle Writing Component of the June MEES examinations from a baseline of 74.3% in 2019 to 80% in 2022.**

**Objective 6: To maintain the success rate of the End-of-Cycle 3 French Second Language Reading Component on the June MEES examinations at 100 % in our Immersion Program through 2022.**

**Objective 6a: To maintain the success rate of the End-of-Cycle 3 French Second Language Writing Component on the June Board uniform examinations at 100% in our Immersion Program.**

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 <b>70% (Core) and at 100% (Immersion) through 2022.</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Teachers will increase opportunities dedicated to               <ul style="list-style-type: none"> <li>○ dialogue</li> <li>○ sharing of ideas</li> <li>○ exposure to new vocabulary using a word wall</li> </ul> </li> <li>• Teachers will dedicate time for students to practice both sustained silent reading and reading aloud</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 <b>to 96% (Core) and maintain the success rate of 100% (Immersion) through 2022.</b>	<ul style="list-style-type: none"> <li>• Teachers will provide opportunities for writing assignments that are derived from students' interests</li> <li>• Teachers will model the writing process and provide students with guided-writing opportunities</li> <li>• Teachers will allot time to allow for self and peer editing</li> <li>• School will provide opportunities that encourage and celebrate students' writing such as Speaking and Writing events</li> <li>• Teachers will work together across cycles to help build writing skills from grade to grade</li> <li>• Teachers will dedicate time and classroom opportunities dedicated to:               <ul style="list-style-type: none"> <li>○ dialogue</li> <li>○ sharing of ideas</li> <li>○ exposure to new vocabulary using a word wall</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>• Teachers will put emphasis on enriching vocabulary by:</li> </ul>

<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 <b>70.5% in 2019 to 77.0% in 2022.</b></p>	<ul style="list-style-type: none"> <li>○ Highlighting key words</li> <li>○ Use of word walls</li> <li>○ Actively including new vocabulary in class discussions and activities</li> <li>● Teachers will provide frequent reading activities</li> <li>● Teachers will use a collaborative model for the delivery of reading instruction, putting emphasis on areas of difficulty</li> <li>● Teachers will guide students in development of critical thinking skills following the reading of a text and class discussions</li> <li>● Teachers will allow time for conferencing</li> <li>● Teachers will make connections with what is being taught in FSL</li> <li>● Teachers will provide a variety of literacy genres</li> </ul>
<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 Reading component of the June MEES examinations <b>at 100% (Immersion) and increase the success rate to 85% (Core) through 2022.</b></p>	<ul style="list-style-type: none"> <li>● Les enseignants utiliseront un modèle de collaboration lors des leçons de lecture et mettront l'accent sur les difficultés rencontrées</li> <li>● 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</li> <li>● Les enseignants enseigneront le vocabulaire de façon explicite <ul style="list-style-type: none"> <li>○ Mettre l'emphase sur les mots-clés</li> <li>○ Utiliser un mur de mots</li> <li>○ Incorporer le nouveau vocabulaire dans les discussions et les activités</li> </ul> </li> <li>● Les enseignants alloueront du temps supplémentaire pour des instructions en petits groupes</li> <li>● Enseigner et évaluer la banque de mots fournie par les conseillères pédagogiques</li> <li>● Pratiquer la lecture fréquemment</li> <li>● Diversifier les genres littéraires</li> <li>● Faire un lien avec ce qui est enseigné en anglais</li> </ul>
<p>The success rate of students on the End-of-Cycle 3 French Second Language (bilingual ) Writing component of the June Board uniform examinations</p>	<p>To maintain the success rate of students on the End-of-Cycle 3 French Second Language Writing component of the June Board uniform examinations <b>at 100%</b></p>	<ul style="list-style-type: none"> <li>● 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</li> <li>● L'école continuera à offrir aux élèves la possibilité de participer à divers événements qui encouragent et célèbrent l'écriture</li> </ul>

	<p><b>(Immersion) and increase the success rate to 85% (Core) through 2022.</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Enseigner et évaluer la banque de mots fournie par les conseillères pédagogiques</li> <li>• Pratiquer la lecture et l'écriture au quotidien</li> <li>• Diversifier les genres littéraires</li> <li>• Faire un lien avec ce qui est enseigné en anglais</li> </ul>
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**The Living Environment:**

**School Objective 7: To decrease the rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey from a baseline of 27% in 2019 to 24% by 2022.**

**School Objective 7.1: To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey from a baseline of 55% in 2019 to 60% by 2022.**

**School Objective 7.2: To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey from a baseline of 26% in 2019 to 21% by 2022.**

Indicator	Target	Strategies
<p>The rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey</p>	<p>To decrease the rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey from a baseline of <b>27% in 2019 to 24% by 2022.</b></p>	<p>Increasing the school-wide practice of prevention versus reaction by:</p> <ul style="list-style-type: none"> <li>• Teachers working with their classes to raise understanding of the term bullying versus unkind behavior</li> <li>• Implementation of brain breaks</li> <li>• School will continue to have House System that fosters respectful, cooperative and team-building activities</li> <li>• School will work with Socio-Community Officer to implement the Unite sans Violence program with all cycle 3 students</li> <li>• 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</li> </ul>
<p>The rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey</p>	<p>To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey from a baseline of <b>55% in 2019 to 60% by 2022.</b></p>	

		<ul style="list-style-type: none"> <li>• 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</li> <li>• Teachers will cultivate a classroom climate that helps the students feel safe</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 <b>26% in 2019 to 21% by 2022.</b>	<ul style="list-style-type: none"> <li>• We will further develop a school climate in which students feel comfortable expressing their needs and concerns</li> <li>• School will continue to provide mentoring with The Big Brothers and Big Sisters of Canada</li> </ul>