



École Honoré Mercier School

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Educational Project Annual Report 2019-2020 Honore Mercier School

The Educational Project is a strategic tool for defining and making known to the educational community of a school the orientations, priorities for action and expected results to ensure the educational success of all students. It is developed in response to the characteristics and needs of the students attending the school and the community's educational expectations.

The goal of the Educational Project of a school makes it possible to share, with all its educational stakeholders (students, parents, teachers, other school staff and representatives of the community and the School Board), a common vision of findings and challenges to create a mobilization around student-centered 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 English Montreal School Board (EMSB) requires each of its schools to submit a report annually outlining their achievements according to the objectives established in the school's Educational Project.

These objectives are aligned with the Board's Commitment-to-Success Plan, which was approved in July 2018. Subsequently, all Educational Projects were approved by the EMSB in 2019. The 2019-2020 academic year represents the first year of implementation.

Objectives

In order to keep Educational Projects aligned with the Commitment-to-Success Plan, each school has adopted objectives in the follow areas:

Objective 1: Graduation and Qualification

Objective 2: Equity

Objective 4: Language Proficiency (English and French)

Objective 6: Educational Path (Late-entry to Secondary School)

Objective 7: Living Environment (Buildings and Facilities)

Please Note- The EMSB has not established objectives for:

Objective 3: Early Intervention, as it relates to students who have not yet entered grade 1

Objective 5: Adult Literacy, given the difficulties in establishing targets and measuring the impact on the Programme for the International Assessment of Adult Competencies (PIACC) testing.

Additional Objectives

During the Board's consultation concerning the Commitment-to-Success Plan, additional objectives were established for fostering a positive school environment and increasing opportunities for physical activity at the elementary level. Objective 8 uses data collected on student perceptions of bullying and school safety as well as levels of student anxiety. Objective 9 allows schools to report anecdotally on the implementation of an additional 60 minutes of physical activity per day.

Each Educational Project contains historical data reflecting the school's achievement in the afore-mentioned objectives. Based on this data, appropriate targets have been selected and will be reported on until 2022.

Extenuating Circumstances in 2020: Covid-19 Pandemic

In March of 2020, the global pandemic of Covid-19 required all schools to be closed. Through many initiatives by the Ministry of Education and the EMSB, students continued their learning at a distance until June 2020. This period of time will always be remembered for the collaborative efforts of parents and school teams in providing instructional support for our students.

In addition to the cancellation of on-campus classes, students across the province were unable to write Ministry exams. These are the results that are gathered each year for this report. Due to these factors, we are unable to formally report on the achievement of our objectives as well as the effectiveness of our selected strategies for the 2019-2020 academic year.

For the academic year 2020-21, the implementation of our Educational Project will be used to guide and ensure students success towards continual improvement.

Signatories



School Principal



Governing Board Chairperson

01/21/21

Date



Commission scolaire English-Montréal
English Montreal School Board



EDUCATIONAL PROJECT

Honoré Mercier School

2019-2022

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The Educational Project

The educational project is a strategic tool for defining and making known to the educational community of a school the orientations, priorities for action and expected results to ensure the educational success of all students. It is developed in response to the characteristics and needs of the students attending the school and the community's educational expectations.

The goal of the educational project of a school makes it possible to share, with all its educational stakeholders (students, parents teachers and other school staff, as well as representatives of the community and the School Board), a common vision of findings and challenges to create a mobilization around student-centred goals and objectives. The Educational Project describes what the school intends to do to ensure the educational success and well-being of all its students and the efforts that will be necessary to achieve it.

The Legal Framework

Article 36 of the Education Act states, “In keeping with the principle of equality of opportunity, the mission of a school is to impart knowledge to students, foster their social development and give them qualifications, while enabling them to undertake and achieve success in a course of study.

A school shall pursue its mission within the framework of an educational project.”

The law describes:

- the principal content of the educational project (Article 37)
- the period covered by the project (Article 37.1, 459.3)
- the role of the governing board and the various stakeholders involved in the school community (Article 74)
- the communication of the educational project and its evaluation to the public, in particular the parents and school staff (Article 75)
- the role of the principal in the coordination of the process (Article 96.13)
- the role of the school board in ensuring coherence with the Commitment-to-Success Plan (Article 209.2)

Groups that Collaborated in the Development of the Project

- The governing board
- The school team, composed of a few staff members, led by the principal

Groups Consulted in the Development of the Project

- The governing board
- The school's parent community at large
- Community representatives (could include CSSS, Social Affairs, Police Department, community groups)
- All staff, including, teachers, professionals, support staff and daycare personnel

School Profile

Honoré Mercier School has 434 students from Kindergarten to grade six. The school offers a Bilingual program where students have English and French instruction on alternate days and on the Friday they spend half their day in English and the other half in French. A STEAM framework is embedded in our teaching, allowing students to explore Science, Technology, Engineering, the Arts and Mathematics. This allows students to develop and exercise inquiry, dialogue, and critical thinking. The end results are students who take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process. We also offer a specialized program which is referred to as the SEEDS program.

The population of the students in the school is quite varied in socio-economic status, behaviour and academic needs. We offer resource support to our struggling learners as well as social skills groups to improve students' social interactions and behaviours. With 28 coded students and 25-30 waiting to be assessed, approximately 10% of our student population has an Individualized Education Plan. This plan maps out the goals set for the students and any special support needed to help them reach those goals. Teachers continue to receive appropriate professional development to help in differentiating the curriculum and instruction in order to best meet the needs of all students.

The school is situated in an urban area, located in the Saint-Leonard borough. As the school territory is small, 5 school buses provide transportation for our students. Approximately 250 students use our Daycare services throughout the day. Approximately 90% of the children in the school were born in Quebec and use English as the main language spoken at home. The community is homogeneous, predominantly of third or fourth generation Italian descent. As such, the school offers an optional 60-minute Programme d'enseignement de langue origine (PELO) Italian heritage program, during the lunch hour once a week for students from grades one through six. The goal of this program is to provide opportunities for students to practice and master the language of origin of their parents and grandparents. According to the IMSE Index issued by MEES the poverty index for the school is 8. This index allows us to receive extra funding that is used for professional development for teachers. It also provides the opportunity for our students to participate in cultural activities free of charge.

The school staff is comprised of one principal, one vice-principal, thirty two teachers, five attendants, twelve daycare staff, two secretaries and two caretakers. What makes our staff so unique is their ambition, enthusiasm, warmth and how they care for every child. Our teachers have deep knowledge and passion for their subject matter, which is reflected in their lessons and activities. Teachers

continue to attend professional development that allows them to integrate an innovative STEAM framework in order to promote problem solving, creativity and analytical thinking.

Music, Arts and Physical Education are very important at HM. We have two full time Physical Education teachers and one part time Phys. Ed teacher. As part of our high-quality physical education program, students are prepared to participate yearly in the Halo Road Race, and as a result our students have won many medals throughout the years. There are also extracurricular activities scheduled at lunch for students who wish to join. Over the years professional athletes have come to speak to our students on the importance of motivation and commitment. We have a full time Music teacher. Our music program has gained particular attention in the last few years as our school has participated and won the CBC Music Class Challenge. The students put on a yearly concert that always leaves our parents in awe. We have an 80% Art teacher. Our Art teacher works closely with the classroom teachers in order to develop cross-curricular projects that are carried out in cycles and school wide. We have 2 Resource teachers who provide struggling learners with the tools they need to be successful in the classroom. They work alongside the classroom teachers to adapt instruction so that it meets the needs of all students.

Students have access to a Fitness room and Mindfulness room. The purpose of the Mindfulness room is to help reduce anxiety, raise self-awareness and provide a space where students can breathe and relax. There is a variety of computer equipment that is available for teachers and students (smartboards, iPads, Chromebooks) and the staff continues to explore new methods of teaching using these tools. The school has a library technician two days a week and the students have the opportunity to check out books weekly. The school has an expansive yard and two playgrounds for Kindergarten students.

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 Home & School meets regularly and is very implicated in school life. Many parents volunteer daily in the library and various classrooms.

Some services are offered by the local CIUSSS including a nurse for one full day a week. We also offer a range of extracurricular activities students can join after school such as Karate, Hockey, Cartooning and Kid-Chef. In addition, we have a partnership program that gives our grade 6 students the tools needed to transition to High School.

The Our School survey is administered twice a year to our level 4-6 students and provides feedback to administration about student perceptions of their daily life at school. Most students report that they feel safe at school and a sense of belonging. Students are rewarded monthly through virtues (Peacefulness, Sportsmanship/Leadership, Kindness/Courtesy, Acceptance, Cooperation/Friendship, Generosity, Responsibility, Empathy, Perseverance, and Honesty).

HM students participate yearly in intramural sporting events offered to the Physical Education Department by the GMAA.

Honoré Mercier's MESA contains 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 June 2018 school year.

- Students' results on the End of Cycle 3 June Math Exam (C2: Mathematical Reasoning Component) for the Bilingual program increased from 59.2% in 2015 to 88.2% in 2018.
- Students' results in the French Reading Component increased from 70.5% in 2015 to 83.0% in 2017. In writing students' results from 76.8% in 2015 to 85.1% in 2018.
- In English Language Arts reading component the students' results decreased from 96.2 in 2015 to 92.2% in 2018. In the writing component the results remained stable at about 96% in 2018.

Our Mission

Honoré Mercier Elementary School is committed to offering a Bilingual program, within a STEAM framework, guiding each of its students as they grow and develop as complete human beings. We offer quality education that focuses on students owning their learning and contributing to their community in a safe environment. The recognition of cultural diversity and community involvement is an important aspect of their learning. The school works to help them build upon their mental, intellectual, physical, spiritual and social capabilities, and to aid them in realizing their fullest potential as lifelong learners.

Our vision is to enhance the school's educational environment through technology-based learning where children acquire knowledge by interacting with computers and learn through the use of smart boards.

We truly are committed to **teaching tomorrow's leaders, believing in tomorrow's leaders and building tomorrow's leaders.**

Our Values

Honoré Mercier Elementary School values the individual child's right to develop in an educational environment that is safe, caring, inclusive and where respect is valued.

- We value the child's right to have the best possible educational experience in order to reach their full potential
- We value the right and the necessity of parents to be active partners in their children's education
- We value the needs and rights of the child to be life-long learners and contribute to their community
- We value the need to have students own their learning in class.

The Consultation

As a result of our consultation at a governing board meeting, parents expressed that what they liked most from Honoré Mercier was the sense of community. Parents feel that their children are receiving safe, inclusive, high-quality education.

A general survey conducted at a staff meeting shows that with the changing demographics we are identifying more students coming in with individual needs. We are adapting our teaching approaches to best meet all those needs. We will undertake appropriate professional development to help teachers continuously learn and improve their skills over time.

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	Honoré Mercier School Success Rate of EOC3 Mathematical Reasoning (C2)	EMSB Success Rate on EOC3 Mathematical Reasoning (C2)
2015	59.2	63.8
2016	87.2	64.4
2017	91.9	74.3
2018	74.5	70.4

Source: EMSB Local Data, 2018

Competency 2 (Mathematical Reasoning) is the more objective indicator of student performance at this level. Table 1 shows the success rate increased significantly from 59.2% in 2015 to 87.2% in 2016. There was a further increase to the success rate to 91.9% in 2017 but then it decreased to 74.5% in 2018.

In establishing our baseline, we chose to take an average of the last three years, as these years are more indicative of the school's recent situation. The baseline for the last three years is 89.1%.

School Objective 1: To maintain the success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination at or above 90% through 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: Honoré Mercier 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
HM School (Boys)	75.8 (25/33)	14.2	87.0 (20/23)	9.4
HM School (Girls)	90.0 (27/30)		96.4 (27/28)	
EMSB (Boys)	79.8	11.8	79.5	12.9
EMSB (Girls)	91.6		92.4	

EMSB Local Data, 2018

Table 2 shows that the success rate of boys on the English Language Arts EOC 3 June MEES Examination Reading Component increased from 75.8% in 2017 to 87.0% in 2018 and the success rate of girls also increased from 90.0% in 2017 to 96.4% in 2018. Table 2 also shows that the gap in success rate between the girls and boys decreased from 14.2% in 2017 to 9.4% in 2018.

To calculate the baseline, the average of the two years will be used. The baseline is 11.8%.

School Objective 2: To reduce the gap in success rates between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination from a baseline of 11.8% in 2019 to 5.0% by 2022.

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

	2016-2017	Gap	2017-2018	Gap
HM School (Boys)	100 (32/32)	0	100 (23/23)	3.6
HM School (Girls)	100 (30/30)		96.4 (27/28)	
EMSB Bilingual (Boys)	93.9	3.4	85.1	9.0
EMSB Bilingual (Girls)	97.3		94.1	

EMSB Local Data, 2018

Table 3 shows that the success rate of boys on the French Second Language End-of-Cycle 3 Board-wide Examination Writing Component was 100% in both 2017 and 2018 and the success rate of girls decreased slightly from 100% in 2017 to 96.4% in 2018. There was only one girl that was not successful in 2018. There is no real gap in success rates between the girls and boys.

School Objective 2.1: To maintain the existing parity between boys and girls in success rates on the End-of-Cycle French Second Language Writing Component June Board-wide Examination at about 3% through 2022.

Orientation: Mastery of Languages

EMSB OBJECTIVE

Language Proficiency

English Language Arts

Objective 4: To maintain the success rate by students on the End-of-Cycle 3 English Reading component MEES examinations at or above 90% through 2022.

Objective 4.1: To maintain the success rate by students on the End-of-Cycle 3 English Writing component of MEES examinations at or above the 95% 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: Honoré Mercier School Success Rates in End-of-Cycle 3
English Language Arts MEES Examination (%)**

Year	Reading Component		Writing Component	
	Honoré Mercier	EMSB	Honoré Mercier	EMSB
2015-2016	96.2	92.4	96.2	97.5
2016-2017	82.5	88.5	93.7	94.5
2017-2018	92.2	89.1	96.1	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 **Honoré Mercier School** decreased from 96.2% in 2016 to 82.5% in 2017. It then increased to 92.2% in 2018. The school results mirror those of the Board. The school's success rate for the Writing Component is in the 95% range. The school will maintain an average of 90% or above for the Reading Component and maintain the success rate at or above 95% range for the Writing Component.

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

Year	Reading Component		Writing Component	
	Honoré Mercier School	EMSB	Honoré Mercier School	EMSB
2016-2017	68.8	71.2	74.9	74.2
2017-2018	74.2	72.8	75.5	73.8

Source: EMSB Local Data 2018

As a result of the very high success rate in 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. The average mark for the Reading component increased from 68.8% in 2017 to 74.2% in 2018. The average mark for the Writing Component increased from 74.9% in 2017 to 75.5% in 2018.

To calculate the baseline, an average of the last two years will be used. The baseline for the Reading component is 71.5% and the baseline for the Writing component is 75.2%.

Objective 4: To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations at or above 90% through 2022.

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

Objective 4.2: To increase the average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations from a baseline of 71.5% in 2019 to 74.5% in 2022.

Objective 4.2a: To increase the average mark of students on the End-of-Cycle 3 Writing Component of the June MEES examinations from a baseline of 75.2% in 2019 to 77.0% in 2022.

French Second Language (Bilingual Program)

Table 6: Honoré Mercier School Success Rates in End-of-Cycle 3 French Second Language Board-wide Uniform Examination (%)

Year	Reading Component		Writing Component	
	Honoré Mercier School	EMSB Bilingual	Honoré Mercier School	EMSB Bilingual
2014-2015	72.9	74.9	88.6	89.3
2015-2016	84.6	81.0	100	97.9
2016-2017	87.1	90.6	98.4	97.3
2017-2018	94.1	90.8	100	93.6

Source: EMSB Local Data 2018

Table 6 shows that the success rate on the Reading Component of the End-of-Cycle French Second Language Board-wide Uniform Examination increased from 72.9% in 2015 to 84.6% in 2016, mirroring the results of the Board. In 2017 the exam format changed to include audio and visual texts in addition to written texts. The success rate increased to 87.1% in 2017 and further increased to 94.1% in 2018. These results also mirror those of the Board.

Table 6 also shows that the success rate on the Writing component increased from 88.6% in 2015 to 100% in 2016. There was no change in the exam format. The success rate remained relatively stable in the two subsequent years at above 98%.

To calculate the baseline, an average of the last two years will be used. The baseline for the Reading component is 90.6% and the baseline for the Writing component is 99.2%. The school will then maintain a success rate above 90% for Reading and above 95% for Writing.

Objective 4.3: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading Component of the June MEES examinations above 90% through 2022.

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

Orientation: Well-being of the School Community

EMSB OBJECTIVE

A welcoming, safe, and caring living environment

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

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

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

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

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

Year	Honoré Mercier Bullying*	EMSB Bullying	Honoré Mercier School Safety**	EMSB School Safety	Honoré Mercier Anxiety***	EMSB Anxiety
2016-2017	22	24	76	67	15	18
2017-2018	18	24	67	65	16	18

Source: Our School 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 has decreased from 22% in 2017 to 18% in 2018.

Table 7 also shows that the perception of school safety is relatively stable at the Board at about 66%. The perception of school safety at our school decreased from 76% in 2017 to 67% in 2018. While there isn’t a one -to-one correlation between bullying and the sense of safety in school, there is some correlation. The data suggests that the perception of school safety is greater when the perception of bullying is greater. This implies that there may not have been a clear understanding on the part of the students about these concepts.

Table 7 shows that the anxiety level of students is stable at 18% at the Board level and the anxiety level of students in our school is also relatively stable at 16%.

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

School Objective 5.0: To decrease the rate of our elementary school students who report victimization resulting from bullying on the OUR SCHOOL Survey from 20% in 2019 to 17% by 2022.

School Objective 5.1: To increase the rate of our elementary school students who report feeling safe attending school on the OURSCHOOL Survey from 72% in 2017 to 76% by 2022.

School Objective 5.2: To decrease the perceived anxiety level reported by our elementary school students on the OUR SCHOOL Survey from 16% to 13% in 2022.

Orientation: Well-being of the School Community

EMSB OBJECTIVE

Physical Activity:

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

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

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

School Objective 5.2: To prepare for the implementation of the MEES initiative of 60 minutes of physical activity per day for all students.

Appendix 1 Strategies for Implementation of School Objectives

Graduation and qualification:		
<p>Objective 1: To increase the success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination above 90% through 2022.</p>		
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 above 90% 2022.</p>	<ul style="list-style-type: none"> • 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 a one day workshop on new strategies for teaching fractions • The resource teacher will pull out students who are struggling in math, or will work with students during class time (individually, or in a small group) on identified areas of weakness • Two professional days will be dedicated to 1) the use of manipulatives, and 2) the understanding of students' thought processes in higher order thinking • Improve teachers' knowledge of mathematics concepts and instruction through the school board's numeracy initiative • Teachers will implement math centers in the classroom that provide students with manipulatives and a variety of hands-on activities in order to deepen understanding • Acceleration model will be implemented (previewing new concepts/information) during lunch hour by the school tutor • Flip classroom approach will be implemented when new concepts are introduced

Equity:

Objective 2: To reduce the gap in success rates between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination from a baseline of 11.8% in 2019 to 5.0% by 2022.

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 at about 3% through 2022.

Strategies	Target	Indicator
<ul style="list-style-type: none"> Teachers will ensure that reading materials are varied and contain high interest content for both boys and girls Teachers will ensure that chosen novels are fairly narrated by both girls and boys Teachers will ensure that the main characters in chosen novels fairly include both boys and girls 	<p>To reduce the gap between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination from a baseline of 11.8% in 2019 to 5.0% by 2022.</p>	<p>The gap in success rates between the boys and girls</p>
<ul style="list-style-type: none"> Varied writing activities (ex: narratives, cartoons strips, poems, biographies) Teachers will provide high interest writing prompts Students will be encouraged to write about topics they are passionate about Teachers will allocate time weekly to go to the computer lab and write texts with the support of WordQ Teachers will continue using APFs to accompany their content ie: Kaz kids, Royaume des Sons, Math Apps etc... 	<p>To maintain the existing parity between boys and girls in success rates on the End-of-Cycle French Second Language Writing Component June Board-wide Examination at about 3% through 2022.</p>	<p>The gap in success rates between the boys and girls</p>

Indicator	Target	Strategies
<p>The success rate of students on the End-of-Cycle 3 English Reading Component of the June MEEFS examinations</p>	<p>To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEEFS examinations at or above 90% through 2022.</p>	<ul style="list-style-type: none"> • Teachers will provide varied high interest reading materials • D.E.A.R model implemented daily (Stop Everything And Read) • Guided reading (2 table model) implemented using high interest resources • Students will go to the municipal library weekly • Readers theatre will be implemented • Buddy reading with younger students • Authors asked to read to students during "I Love to Read Week" • Literature circles will be implemented • Acceleration model implemented (preview new vocabulary)
<p>Language Proficiency:</p> <p>Objective 4: To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEEFS examinations at or above 90% through 2022.</p> <p>Objective 4.1: To maintain the success rate of students on the End-of-Cycle 3 English Writing Component of the June MEEFS examinations at or above 90% range through 2022.</p> <p>Objective 4.2: To increase the average mark of students on the End-of-Cycle 3 Reading Component of the June MEEFS examinations from a baseline of 71.5% in 2019 to 74.5% in 2022.</p> <p>Objective 4.2a: To increase the average mark of students on the End-of-Cycle 3 Writing Component of the June MEEFS examinations from a baseline of 75.2% in 2019 to 77.0% in 2022.</p> <p>Objective 4.3: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading Component of the June MEEFS examinations above 90% through 2022.</p> <p>Objective 4.4: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Writing Component of the June Board uniform examinations above 95% through 2022.</p>		

<ul style="list-style-type: none"> • Students will watch and respond to a variety media videos • Students will create Podcasts on various topics that will be shared and used as a teaching tool with younger students • Students will create their own readers theatre scripts • Students will work on a collaborative children's book with younger students • Teachers will allocate time weekly to go to the computer lab and write media texts with the support of WordQ 	<p>To maintain the success rate of students on the End-of-Cycle 3 English Writing Component of the June MBEES examinations at or above 90% range through 2022.</p>	<p>The success rate of students on the End-of-Cycle 3 English Writing Component of the June MBEES examinations</p>
<ul style="list-style-type: none"> • The teachers will put extra emphasis on vocabulary and inference • Teachers will teach vocabulary explicitly, and focus on key words, use of picture walk through text • Promote active engagement of students in new vocabulary, using new words in discussion and conversation • Acceleration model implemented (preview new vocabulary) 	<p>To increase the average mark of students on the End-of-Cycle 3 Reading Component of the June MBEES examinations from a baseline of 71.5% in 2019 to 74.5% in 2022.</p>	<p>The average mark of students on the End-of-Cycle 3 Reading Component of the June MBEES examinations</p>
<ul style="list-style-type: none"> • 	<p>To increase the average mark of students on the End-of-Cycle 3 Writing Component of the June MBEES examinations from a baseline of 75.2% in 2019 to 77.0% in 2022.</p>	<p>The average mark of students on the End-of-Cycle 3 Writing Component of the June MBEES examinations</p>
<ul style="list-style-type: none"> • Teachers will provide varied high interest reading materials • D.E.A.R model implemented daily (Stop Everything And Read) • Guided reading (2 table model) implemented using high interest resources • Students will go to the municipal library weekly • Readers theatre will be a reading activity implemented weekly • Podcasts will be created on various topics • Buddy reading with younger students • Acceleration model implemented (preview new vocabulary) 	<p>To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading component of the June MBEES examinations above 90% range through 2022.</p>	<p>The success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading component of the June MBEES examinations</p>

<ul style="list-style-type: none"> • The teachers will put extra emphasis on vocabulary and inference • Teachers will teach vocabulary explicitly, and focus on key words, use of picture walk through text • Promote active engagement of students in new vocabulary, using new words in discussion and conversation • Free writing activities on any topic of interest to students • Students will create Podcasts on various topics that will be shared with younger students • Students will work on a collaborative children's book with younger students • Teachers will allocate time weekly to go to the computer lab and write texts with the support of WordQ 	<p>To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Writing component of the June Board uniform examinations above the 95% range through 2022.</p>	<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>The Living Environment: Objective 5.0: To decrease the rate of our elementary school students who report victimization resulting from bullying on the OUR SCHOOL Survey from 20% in 2019 to 17% by 2022. Objective 5.1: To increase the rate of our elementary school students who report feeling safe attending school on the OURSCHOOL Survey from 72% in 2017 to 76% by 2022. Objective 5.2: To decrease the perceived anxiety level reported by our elementary school students on the OUR SCHOOL Survey from 16% to 13% in 2022.</p>		
<p>Indicator</p>	<p>Target</p>	<p>Strategies</p>
<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 20% in 2019 to 17% by 2022.</p>	<ul style="list-style-type: none"> • Increase supervision outside during recess • Teachers will discuss bullying and its ramifications during ethics class • Students will listen to Podcasts on bullying and have class discussions on the topic • Ensure that students know they have an outlet if they are feeling victimized • Behavior tech will check in on students that feel victimized

<ul style="list-style-type: none"> • Implementing playground Peacekeepers to aid in conflict resolution 	<ul style="list-style-type: none"> • Practice fire drills and stay put drills so that students know the procedure in case of an emergency situation • Teachers will speak to students, reassuring them that school doors are always locked and that security cameras are in place • Designate an adult in the school (administrator, teacher or behavior tech) that they can speak to if students are feeling worried or unsafe • Teachers can create an anonymous box where students ask questions that the teacher will reply to • Implementing playground Peacekeepers to aid in conflict resolution 	<p>To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey from a baseline of 72% in 2017 to 76% by 2022.</p>	<p>The rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey</p>
<ul style="list-style-type: none"> • Ensure that teachers are creating a warm and calm environment • Teachers can create an anonymous box where students ask questions that the teacher will reply to • Designate an adult in the school (administrator, teacher or behavior tech) that they can speak to if students are feeling worried or unsafe • Teachers will practice mindfulness exercises (example: Reggie Melrose- 60 seconds technique) • Teachers will provide students with brain breaks throughout the day • Teachers will have flexible seating options for students • Students are able to take breaks and go for walks when they feel anxious • Stress balls available to students if needed • Wiggle pillows available to students if needed • Stationary exercise bikes available if needed • Weighted hizards available if needed 	<p>To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey from a baseline of 16% in 2017 to 13% by 2022.</p>	<p>The rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey</p>	