



Commission scolaire English-Montréal
English Montreal School Board



EDUCATIONAL PROJECT
Leonardo da Vinci Academy
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
- Staff Council, composed of some staff members, led by the principal

Groups Consulted in the Development of the Project

- The governing board
- The school's parent community at large
- Students
- All staff, including, teachers, professionals, support staff and daycare personnel

School Profile

Leonardo da Vinci Academy is located in the east end of Montreal, in the suburb of Rivière-des-Praries. Most of our school population lives within the vicinity of the school. Our school is attached to the beautiful Samuel-Morse Park, boasting four full artificial turfed soccer fields and playgrounds. The police and fire department are located within half a kilometer of our school. The school is easily accessible via public transportation.

Leonardo da Vinci School was built in 1981 under the former C.E.C.M. (Commission des écoles catholiques de Montréal). In 1998, the English sector of the C.E.C.M. merged with three other English school boards to form the English Montreal School Board. Today, Leonardo da Vinci Academy (LDVA) is part of the EMSB. In the early 1990s, the school program changed from Core English to Bilingual. Today, our bilingual program is based on 50% of instruction in English and 50% of instruction in French. It is over a 5 day Monday to Friday schedule, with one day in English and one day in French from Monday to Thursday. On Fridays, students have 50% of their day in English and 50% in French. The curriculum is divided so that 50% of the subjects are taught in English and the other 50% of subjects are taught in French. By grade 6, our students are fluently bilingual and their French skills are strong enough to continue their high school education in French mother-tongue instruction, if they so choose to. Our students' Math and English language skills are also strong enough to successfully enter enriched programs at the high school level.

LDVA offers an inclusive program integrated within our bilingual program for students with special needs. Students with special needs are integrated into the classroom with all the other students. Their individual needs are met through the collaboration of a multidisciplinary team that includes the administration, teachers, resource teachers, school psychologist, speech and language pathologist, occupational therapist and

special education consultant from the school board. These students receive an individualized education plan (IEP) which is revised a minimum of three times each year.

LDVA boasts an energetic and dedicated staff that is committed to the success of the students. Teachers are extremely involved in both the academic and extracurricular life of the students.

As of July 6, 2009, our school was granted the status of an academy. As an academy, our school offers an enriched music program with wind and brass instruments as well as instruction in voice. In addition, students have 90 minutes of music per week.

As an academy, we offer an enriched *daily* math program. In addition, technology is taught by a specialist 60 minutes per week for all students starting in kindergarten. They learn about digital citizenship, robotics and coding as of kindergarten. As of grade 4, our students compete at the prestigious Robocup Tournament yearly. Furthermore, all classrooms are equipped with smart boards and have access to a mobile IPAD and Laptop lab and all workbooks have digital components for learning.

Our school is a Force 4 Physically Active School, where students receive a minimum of 60 minutes per day of physical activity incorporated into the curriculum offering active, hands-on lessons with movement within the classroom. Our school also offers many organized sports and competitions during recess and lunch hour to keep the students engaged and moving!

Furthermore, our school continues to lead several entrepreneurship initiative in cycles 2 and 3; promoting charity fundraising and business skills. Our students have developed their very own soap and spa line, organized school-wide events to raise funds for the Montreal Neurological Institute and founded an Active Girls Club.

In 2018, our kindergarten staff was trained in the philosophy of play-based learning and incorporate this into their daily teaching routine. Play-based learning offers students the opportunity to learn and discover concepts through play.

As of 2019, the school has added a science specialist in order to enhance our status as an academy and promote STEM initiatives within our school. That is; Science, Technology, Engineering and Mathematics activities. This specialist offers students the opportunity to perform many hands-on experiments and use investigative learning to discover scientific concepts. We also offer a bridge-building intense course to cycle 2 students.

Our school is currently composed of 420 students from kindergarten to grade 6. We also offer a private pre-kindergarten group of 18 students. The majority of our population is of Italian descent; the remaining students reflect the Montreal multi-cultural English community. While most of the students are children of second or third generation immigrants, most of their families have retained strong ties with their ethnic roots. The majority of our students are exposed to three languages (English, French, and Italian). We offer an optional 60 minutes of Italian Heritage Program during the lunch hour once a week for students in grades 1 through 6.

Approximately 60% of our students attend our LDVA BASE Daycare. The daycare offers services as of 7:00 a.m. in the morning and after school as of dismissal until 6:00 p.m. The daycare supports the students through various after-school activities and programs. For instance, the daycare offers a homework program where students are supervised by the educators after school. In addition, all students are involved in educational activities and recreational projects that tie into the academic components being taught in class. On pedagogical days, there are planned activities for the children both within the building or educational and recreational outings outside of the building.

There are several different programs available within our school for our students. Firstly, we are firm believers in early intervention. That is why we established a phonics tutoring program for students starting in Kindergarten and running till grade 5. The tutor focuses on phonics skills, sounds, blending and decoding in the earlier years and focuses on reading to learn as of cycle 2.

We also believe in leadership and mentoring. Our K-6 Buddy program teaches our grade 6 students to be positive role models for our new kindergarten students. They are there to guide them and be a person the kindergarten students can always turn to. It is a beautiful relationship that truly shows leadership, mentorship and the value of caring and supporting each other. Another program that highlights and develops our students' leadership skills is our Student Council. LDVA is one of the only elementary schools with a student council. Select members from grades 5 and 6 represent the student population and have a voice in planning schoolwide activities, improve our school yard and make suggestions that affect the students' day to day lives at LDVA. Our Unité Sans Violence Program is also one of a kind in the East end of Montreal. This program is a partnership with the SPVM to train our grade 6 students to recognize the signs of aggression and bullying and to intervene and encourage positive behaviors amongst the students during recess time. They receive several training sessions with members of our local police department, present themselves to the students of the school and are identified as a school member they can turn to for help when outside in the school yard. These grade 6 students are recognized at the end of the school year with a formal assembly with the police department and each receive a certificate for their dedication and service. Continuing in the theme of leadership, we offer an entrepreneurship program to our senior students. Over the years, we have been the recipients of several grants to help fund such initiatives as their very own line of natural bath salts and soaps and organizing charity fundraisers for the Montreal Neurological Institute of Montreal!

Finally, our wind and brass bands starting in cycle 2 are one of a kind in the East end of Montreal! We have a full orchestra, a jazz band and rock band that compete in competitions on the island of Montreal.

There are many special events and activities at LDVA. Our school offers extracurricular after school programs and tutoring. Some examples include karate/kickboxing, futsal, boot camp, arts and crafts, ball hockey, basketball and many more. We also have a new partnership with the FC Barcelona Soccer League. In fall and spring, we offer the prestigious Barça Academy to students in grades 1 through 6. The students train using the Barça philosophy and learn the proper skills and techniques when playing soccer.

We will also be offering monthly math and literacy review tutoring sessions through a partnership with Building Blocks Tutorials. Students in grades 4 to 6 will benefit from monthly math review sessions to help prepare them for their math exams. They will also have the opportunity to participate in literacy tutorials to help improve their writing and comprehension skills.

Our school promotes healthy lifestyles and physical activities. That is why we offer an LDVA Active Girls Club for our senior girls to organize and participate in physical activities, organize events such as the Terry Fox Run, Jump Rope for Heart, participate in various GMAA organized activities such as Halo Run, organize intramural sports and challenges and so much more! As an academy, we boast our very own robotics club that participates in the prestigious Robocup Competition every year. Our school also organizes a yearly Anti-Bullying Week full of hands-on workshops for students, meaningful presentations and guest speakers, and culminating with an “LDVA’s Got Talent” show that celebrates the uniqueness and talents of LDVA students!

From as early as kindergarten, the students at our school benefit from many outings such a musical outings to the OSM, athletic outings to learn cross-country and downhill skiing, snowshoeing and cultural outings to our nation’s capitals.

Finally, we have a very active parent participation at our school. LDVA has their very own Home and School Association. We collaborate with parents to offer many family-oriented activities such as Family Movie Night, Family Corn Roast and also organize many activities for our students such as holiday-themed events and Fun Day festivities. Our Home and School Association also works in tandem with the school administration to ensure all of our students and staffs’ needs are being met.

Our Mission

The mission of Leonardo da Vinci Academy is to provide students with a diverse education in a supportive, caring, and inclusive environment that fosters self-esteem, life-long learning, and personal fulfillment.

Leonardo da Vinci Academy’s mission is to enhance learning through the use of technology, science and music. It will facilitate our students’ integration into society and prepare them to become responsible citizens.

We recognize that every student is unique and has different learning styles and needs. As a result, over the next few years, we will strive to provide support, encouragement and positive reinforcement in order to help them achieve success. The ultimate goal at LDVA is to create a positive and safe environment where students are motivated and happy, and are prepared to deal with an ever-changing world.

Our Values

Leonardo da Vinci Academy values the “whole” child:

- 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 importance of parents to be active partners in their child’s education
- We value the needs and rights of the child to be a life-long learner

The Consultation

The school sent out a public consultation for all parents in the community to attend a meeting. A notice was sent in the monthly bulletin newsletter, by email and reminders were posted on social media and our school Remind App. Some excellent suggestions were made and are being retained as we move forward towards the next school year.

Next, an anonymous online survey was sent to all staff members for consultation. They had 2 weeks to respond using Google Forms. They responded honestly, and expressed the areas they felt were working well and the areas they felt could be improved.

Finally, a meeting was held with all teaching staff and administration to review and discuss the recommendations made at both consultations and to have an open forum to express their opinions.

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.

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

Year	Leonardo da Vinci Academy Success Rate of EOC3 Mathematical Reasoning (C2)	EMSB Success Rate on EOC3 Mathematical Reasoning (C2)
2015	73.3	63.8
2016	54.8	64.4
2017	77.4	74.3
2018	79.1	70.4

Source: EMSB Local Data, 2018

Competency 2 (Mathematical Reasoning) is the more objective indicator of student performance at this level. Table 1 shows that the success rate has decreased from 73.3% in 2015 to 54.8% in 2016. The success rate increased to 77.4% in 2017 and further increased to 79.1% in 2018. Given that the school's results have been generally in the mid to high 70s range, we believe that the results for 2016 may be an anomaly. In the years to come, we will monitor the results to ensure that our success rates continue to improve.

In establishing our baseline, we chose to take an average of three of the four years, excluding 2016 because we believe it to be an anomaly. The baseline is 76.6%.

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 76.6% in 2019 to 80.0% 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: Leonardo da Vinci Academy 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
Leonardo da Vinci Academy (Boys)	100	0	100	0
Leonardo da Vinci Academy (Girls)	100		100	
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 and girls for the English Language Arts EOC 3 June MEES Examination Reading Component is at 100% in 2017 and 2018. There is no gap.

School Objective 2: To maintain the existing parity in success rates between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination through 2022.

Table 3: Leonardo da Vinci Academy Success Rates in End-of-Cycle 3 French Second Language Writing Component of the Board-wide Uniform Examination (%)

	2016-2017	Gap	2017-2018	Gap
Leonardo da Vinci Academy (Boys)	96.3 (26/27)	3.7	91.9 (34/37)	6.1
Leonardo da Vinci Academy (Girls)	100 (35/35)		98.0 (49/50)	
EMS Bilingual (Boys)	93.9	3.4	85.1	9.0
EMS Bilingual (Girls)	97.3		94.1	

EMS B Local Data, 2018

Table 3 shows that the success rate of the boys on the French Second Language End-of-Cycle 3 Board-wide Examination Writing Component decreased slightly from 96.3% in 2017 to 91.9 % in 2018 and the success rate of the girls decreased slightly from 100% in 2017 to 98.0% in 2018. The gender gap success rate increased from 3.7% in 2017 to 6.1% in 2018. The 3.7% gender gap in 2017 represents one less boy being successful and the 6.1% gender gap represents two less boys being successful. Percentage-wise it appears there is a gap; however, when the actual number of students are taken into account, there is no real gap.

School Objective 2.1: To maintain the gap in success rates between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination at 2-3% 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: Leonardo da Vinci Academy Success Rates in End-of-Cycle 3 English Language Arts MEES Examination (%)

Year	Reading Component		Writing Component	
	Leonardo da Vinci Academy	EMSB	Leonardo da Vinci Academy	EMSB
2015-2016	100.0	92.4	98.8	97.5
2016-2017	100.0	88.5	100.0	94.5
2017-2018	100.0	89.1	98.8	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 Leonardo da Vinci Academy remained stable at 100% from 2016 to 2018. In the Writing Component, the school's result remained relatively stable at about 99%, meaning that one less student was successful. The school will maintain a success rate above 98% for both the Reading and Writing component.

Table 5: Leonardo da Vinci Academy Average Grades in End-of-Cycle 3 English Language Arts MEES Examination (%)

Year	Reading Component		Writing Component	
	Leonardo da Vinci Academy	EMSB	Leonardo da Vinci Academy	EMSB
2016-2017	78.7	71.2	78.9	74.2
2017-2018	79.5	72.8	74.2	73.8

Source: EMSB Local Data 2018

As a result of the very high success rates 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 increased from 78.7% in 2017 to 79.5% in 2018 while the Writing Component decreased from 78.9% in 2017 to 74.2% 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 Reading is 79.1% and the baseline for Writing is 76.6%.

Objective 4: To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above 98% through 2022.

Objective 4.1: To maintain the success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations above 98% 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 79.1% in 2019 to 80.1% 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 76.6% in 2019 to 79.0% in 2022.

French Second Language (Bilingual Program)

Table 6: Leonardo da Vinci Academy Success Rates in End-of-Cycle 3 French Second Language Board-wide Uniform Examination (%)

Year	Reading Component		Writing Component	
	Leonardo da Vinci Academy	EMS Bilingual	Leonardo da Vinci Academy	EMS Bilingual
2014-2015	73.3	74.9	96.7	89.3
2015-2016	79.8	81.0	100	97.9
2016-2017	100	90.6	98.4	97.3
2017-2018	92.0	90.8	95.4	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 73.3% in 2017 to 79.8% in 2016. The exam format changed in 2017 to include audio and visual texts in addition to written texts. The success rate increased to 100% in 2017. The significant increase is partly due to the change in exam format. The success rate decreased in 2018 to 92.0%.

Table 6 also shows that the success rate on the Writing component of the End-of-Cycle French Second Language Board-wide Uniform Examination remained relatively stable in the high nineties. The results of the school mirror those of the Board.

In determining the baseline, the average of the last two years of results will be used. The baseline for the Reading component is 96.0% and the baseline for the Writing Component is 97.0%. We will maintain an average above 95% for both the Reading and Writing component.

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 examination above 95% 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 examination 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	Leonardo da Vinci Academy Bullying*	EMSB Bullying	Leonardo da Vinci Academy School Safety**	EMSB School Safety	Leonardo da Vinci Academy Anxiety***	EMSB Anxiety
2015-2016	23	24	66	67	17	18
2016-2017	20	24	76	65	25	18
2017-2018	23	23	67	65	14	18

Source: OurSchool Survey (The Learning Bar), 2018

* Students who are subjected to physical, social, or verbal bullying or are bullied over the internet

** Students who feel safe at school as well as going to and from school

*** Students with moderate or high level of anxiety

Table 7 shows that while the perception of bullying has remained relatively stable at the Board level at about 23%, the perception of bullying at our school remained constant at about 23%, with a slight decrease 2016.

Table 7 also shows that the perception of school safety is relatively stable at the Board at about 66%. The perception of school safety has increased significantly from 66% in 2016 to 76% in 2017, and then decreased to 67% in 2018.

Table 7 shows that while the anxiety level of students is stable at 18% at the Board level, the anxiety level of our school has increased significantly from 17% in 2016 to 25% in 2017. It then decreased significantly to 14% in 2018. We do not understand the significant increase in 2017 in anxiety, as both perceptions of bullying decreased and perceptions of school safety increased. We are monitoring this closely.

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

School Objective 5.0: To decrease the rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey from 22% in 2019 to 19% by 2022.

School Objective 5.1: To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey from 70% in 2019 to 73% by 2022.

School Objective 5.2: To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey from a baseline of 19% in 2019 to 14% by 2022.

Orientation: Well-being of the School Community

EMSB OBJECTIVE

Physical Activity:

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

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

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

School Objective 5: To maintain or increase the MEES initiative of 60 minutes of physical activity per day for all students.

GOVERNING BOARD RESOLUTION

Leonardo da Vinci Academy

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 **Tony Speranza and seconded by Dina Paparelli** AND RESOLVED THAT the Educational Project of 2019-2022 be adopted by the Governing Board.

IT WAS FURTHER MOVED BY **Tony Speranza and seconded by Dina Paparelli** AND RESOLVED THAT a copy of the Educational Project be sent to the School Board for its adoption.

IT WAS FURTHER MOVED BY **Tony Speranza and seconded by Dina Paparelli** 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.

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 76.6% in 2019 to 80.0% by 2022.

Indicator	Target	Strategies
<p>The success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination</p>	<p>To increase the success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination from a baseline of 76.3 to 80% by 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). • Continue incorporating the use of manipulatives in our instruction. • 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 mathematical concepts and instruction through the school board’s numeracy initiative. • Offer monthly math review sessions after school in grades 4-5-6. • Continue integrating robotics and coding into the technology class. • Reviewing math vocabulary. • Hands-on, active lessons keep students moving, focused and learning their math concepts. • Use of Reflex Math online program to review and solidify knowledge of basic facts as of grade 2.

<p>Equity:</p> <p>Objective 2: To maintain the existing parity in success rates between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination through 2022.</p> <p>Objective 2.1: To maintain the gap in success rates between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination at 2-3% through 2022.</p>		
Indicator	Target	Strategies
The gap in success rates between the boys and girls	To maintain the existing parity in success rates between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination through 2022.	<ul style="list-style-type: none"> • Continue using the Benchmark reading assessment tool to assess the level of reading comprehension of students starting in grade 1. • Offer phonics program to offer support in reading comprehension. • Offer literacy sessions for grade 6 students after school to focus on inferencing and reading comprehension strategies.
The gap in success rates between the boys and girls	To maintain the gap in success rates between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination at 2-3% through 2022.	<ul style="list-style-type: none"> • Use “La Liste Orthographique” which includes vocabulary words that students must recognize and be familiar with at every cycle so that they can be successful on the EOC exams. • Use of writing centers together with the resource teacher to help focus on areas of need per group. • Use of GB+ • Phonics program for students with difficulties

Language Proficiency:

Objective 4: To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examination above 98% 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 examination above 98% through 2022.

Objective 4.2: To increase the average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examination from a baseline of 79.1% in 2019 to 80.1% in 2022.

Objective 4.2a: To increase the average mark of students on the End-of-Cycle 3 Writing Component of the June MEES examination from a baseline of 76.6% in 2019 to 79.0% in 2022.

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 Board-wide uniform examination above 95% range through 2022.

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

Indicator	Target	Strategies
The success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examination	To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examination above 98% through 2022.	<ul style="list-style-type: none"> • Integrated class learning centers. • Phonological and reading skills program for students in grades 1-5. • Extra literacy resource support for students in kindergarten and cycle 1. • Integrated RAZ Kids and Reading A to Z in grades K to 3 which is an interactive learning approach that building fluency in reading and decoding in English Language Arts.

The success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examination	To maintain the success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examination above 98% range through 2022.	<ul style="list-style-type: none"> • Use of writing centers together with the resource teacher to help focus on areas of need per group. • Focus on developing different types of writing styles. • Use of Word Q to help students with an IEP. • Use of Google Read and Write program to support students struggling with writing tasks.
The average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examination	To increase the average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examination from a baseline of 79.1% in 2019 to 80.1% in 2022.	<ul style="list-style-type: none"> • The teachers will put extra emphasis on vocabulary and inferencing. • 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.
The average mark of students on the End-of-Cycle 3 Writing Component of the June MEES examination	To increase the average mark of students on the End-of-Cycle 3 Writing Component of the June MEES examination from a baseline of 76.6% in 2019 to 79.0% in 2022.	<ul style="list-style-type: none"> • Use of writing centers together with the resource teacher to help focus on areas of need per group. • Focus on developing different types of writing styles. • Use of Word Q to help students with an IEP. • Use of Google Read and Write program to support students struggling with writing tasks.
The success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading component of the June MEES examination	To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading component of the	<ul style="list-style-type: none"> • Continue using the GB+ reading assessment tool to assess the level of reading comprehension of students starting in grade 1. • Offer phonics and reading program to offer support in reading comprehension. • Send home leveled reading booklets and questions as of grade 1 with students to practice reading comprehension.

	June MEES examination above 95% range through 2022.	<ul style="list-style-type: none"> • Use of interactive websites to enhance phonetic development.
the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Writing component of the June Board uniform examination	To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Writing component of the June Board uniform examination above 95% range through 2022.	<ul style="list-style-type: none"> • Use of writing centers together with the resource teacher to help focus on areas of need per group. • Focus on developing different types of writing styles. • Use of Word Q to help students with an IEP. • Use of Google Read and Write Program to support students struggling with writing tasks.

The Living Environment:

Objective 5.0: To decrease the rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey from 22% in 2019 to 19% by 2022.

Objective 5.1: To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey from 70% in 2019 to 73% by 2022.

Objective 5.2: To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey from a baseline of 19% in 2019 to 14% by 2022.

Indicator	Target	Strategies
The rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey	To decrease the rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey from a baseline of 22% in 2019 to 19% by 2022.	<ul style="list-style-type: none"> • Anti-bullying Week- with special guests and workshops to sensitize students and make them aware of their choices. • LDVA's Got Talent Show- to celebrate our unique talents. • K-6 Buddy Program • Unité Sans Violence Program for grade 6- to make sure all students have a voice and play a part in respecting the rules.

The rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey	To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey from a baseline of 70% in 2017 to 73% by 2022.	<ul style="list-style-type: none"> • Unité Sans Violence Program with local police department and grade 6 students who circulate the school yard and corridors to make sure students are safe and no conflicts occur. • K-6 Buddy Program- kindergarten students have an older student they can always turn to. • Behaviour technicians touch base regularly with students to make sure they are on track and feeling safe and ready to learn. • Strong relationships with staff members ensure that all students always have someone they can turn to.
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 19% in 2017 to 14% by 2022.	<ul style="list-style-type: none"> • Collaborating with the school social worker to support students struggling with anxiety. • Use of mandalas to help students deal with anxiety. • Regular check-ins with behaviour techs. • Workshops offered to parents to support students at home. • Increased physical activity offers an outlet for the anxious child to deal and overcome his/her anxiety. • Art therapy offered to students during daycare. • 2 separate recesses and lunches reduces the number of students in the yard at once and has helped reduce levels of anxiety and conflicts.