



Commission scolaire English-Montréal
English Montreal School Board



EDUCATIONAL PROJECT

CARLYLE ELEMENTARY SCHOOL

2019-2022

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The Educational Project

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

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

The Legal Framework

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

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

The law describes:

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

Groups that Collaborated in the Development of the Project

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

Groups Consulted in the Development of the Project

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

School Profile

Carlyle School, built in 1920, is located at 109 Carlyle Avenue in Town of Mount Royal. Our boundaries are delineated to the east by Papineau; to the south by the waterfront; to the west by Decarie Blvd. and to the north by Highway 40. As the school's territory is large, 14 school buses provide transportation services to our students. Approximately 81 students make use of daycare services throughout the day.

Carlyle School is within a short walking distance from the heart of the Town of Mount Royal. Our community provides a wealth of services within its immediate vicinity such as the Reginald J. P. Dawson Library, the Recreation Centre, and Connaught Park; including tennis courts, lawn bowling and croquet greens. The municipal library, our educational partner, offers bilingual activities throughout the year for all age groups. It is also a venue for the summer reading club, art exhibits and demonstration seminars. The Recreation Centre grounds contain a baseball/softball field, four soccer fields, the municipal pool, the rollerblading rink, a skate park, a track and field area, and a skating arena. The Recreation Centre building houses art, dance and pottery studios, as well as a youth centre. It offers language courses, music, photography, self-defense, and safety and prevention courses. The green space serves as the location for summer day camps. The indoor skating rink operates all year, in addition to the winter skating areas built outdoors behind the Recreation Centre for hockey and free skating. The above-mentioned and other organizations, which are available to Carlyle School students, complement and enrich their academic program.

The school staff is comprised of one principal, twenty-nine teachers, eighteen attendants, four tutors, two special education technicians, one social counsellor, six daycare staff, 1.5 secretaries, 30% librarian and two caretakers. There are three full-time English resource teachers who use both an in-class and pull-out model. There is one teacher designated as the staff assistant. There is also one teacher designated as the IB Coordinator in a 100% position. In addition to the attendants and special education technicians, the Complementary service team from the Board includes a psychologist and a speech and language pathologist who are both here two days a week as well as an occupational therapist, school nurse and spiritual and community animator who are here one day a week. We also have an on-call social worker and dental hygienist. The school staff is dedicated and works diligently to support the whole child. The staff is supportive and committed to developing a strong school climate where students can feel like they are part of a caring community.

Carlyle is proud to offer the International Baccalaureate Primary Years Program (IB-PYP) from Pre-Kindergarten to Grade 6. We provide an internationally-minded and inquiry-based curriculum with on-going reflection and assessment that links active classroom experiences to action-based local and global issues. The emphasis is on experiential and inquiry-based learning and collaboration. This is accomplished through teamwork, creativity and meaningful hands-on projects. These projects have an emphasis on global awareness and the skills, attitudes and knowledge needed to participate in our global society. Daily teaching and learning is based on the International Program as well as on the programs and requirements of the Ministère de l'Éducation et Enseignement Supérieur (MEES) like all schools in Quebec.

Carlyle is also a STEAM School. STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding students' inquiry, dialogue, and critical thinking. The end results are students who take thoughtful risks, engage in experiential learning, persistent problem solving, embrace collaboration and work through the creative process.

INDICATOR**TARGET****STRATEGIES**

Sixty percent of the children in the school were born in Quebec and 55% use English as the main language spoken at home. Forty percent of the student population is born out-of-province. Our foreign students come from various continents around the globe including Europe, Asia, Africa and South America. Our school community reflects the multi-ethnic and multi-lingual community of Montreal, representing more than 30 different languages and cultures coming from various communities.

It is important to note that our school has a high turnover of students due to the number of out-of-province families registered at our school. At the time of writing, our population, including Pre-Kindergarten to Grade 6, consists of 315 students for the 2018-2019 year. We integrate special needs students in all our classes, while supporting them through a resource model. The passing of Bill 104 has had the effect of limiting the number of new enrollments to our school. We continue to accommodate new families to Quebec from other provinces and countries as well as international families who are eligible to attend an English speaking school for a limited period. Our school offers an English core program in addition to a bilingual Preschool program. Students in Pre-Kindergarten and Kindergarten receive 50% of their instruction in English and 50% in French. Cycle 1, 2 and 3 receive 67% of their instruction in English and 33% of their instruction in French.

The population of the students in the school is quite varied in socio-economic status, behaviour and academic needs. Although we are no longer classified as a Category 3 inner city school, we continue to service students from low socio-economic as well as affluent backgrounds. The poverty index for the school is 7, with 10 being the maximum according to the IMSE Index issued by the MEES. The proportion of single-parent families is 17%. Although our poverty category is 7, we continue to serve students who come from pockets of low socio-economic status that is not reflected by the index. Approximately one-third of students in the school receive additional support for learning, social or emotional challenges. The staff has a good overall understanding of how to support the growth of the whole child. Students have access to a sensory room and our classrooms have kinesthetic materials and equipment available to meet the needs of our students with diverse learning styles.

Approximately 35% of our student population has an I.E.P. with 78 coded and 14 non-coded students and 19 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 ESL population. The acquisition of language, especially with our ESL population, varies from cycle to cycle.

Carlyle promotes an educational partnership involving parents, school staff, administration and community. Our parents are committed to excellence and are active through the Governing Board, English Montreal School Board Parents Committee (EMSBPC) and Parent Participation Organization (PPO). Carlyle School is fortunate to have a strong parental and community partnership. Parents assist with various events including Open House, Vaccination and Picture Day, library organization on a weekly basis and fundraising to name a few. Their fundraising efforts help in providing our students with a variety of activities and opportunities to enhance their school experience. Carlyle prides itself with its strong community volunteer initiative, which has proven to be an invaluable asset. In addition, this enhances our units of inquiry through guest speakers and author visits. We continue to encourage active involvement from all parents.

The OurSCHOOL (formerly known as Tell Them From Me) Survey is administered once a year and provides feedback to administration about various topics including a student's perception of bullying behaviours, a sense of belonging and anxiety. Prior to 2019, OurSCHOOL survey was

INDICATOR**TARGET****STRATEGIES**

completed by Grade 4, 5 and 6 students. However, as of 2019, the survey will only be completed by the Grade 4 cohort for the next two years, so we can better measure change over time.

The school holds regular activities for the families of students including a welcome back celebration, a variety show, music concert, IB Exhibition Fair, vernissage and portfolio night and graduation ceremonies. Students in Cycle 3 have the opportunity to participate in a Leadership program where they mentor, facilitate activities and problem-solve while engaging with younger students.

Carlyle students enjoy participating in sports. There are intramural and intermural sporting events offered by the physical education teachers. Many of our Cycle 3 students participate in team sports with the GMAA. The school has a wide variety of extra-curricular activities and clubs at lunchtime. A significant number of students participate in these activities.

Carlyle'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.

- Student success rate on the End of Cycle 3 June Mathematics Exam (C2: Mathematical Reasoning Component) for the English Core Program decreased from 90.9% in 2015 to 63.3% in 2018.
- Student success rate in the French Reading Component decreased from 86.4% in 2017 to 70% in 2018. The Writing Component remained relatively stable at about 96%.
- Student success rate in the English Reading Component showed a slight decrease from 95.7% in 2017 to 93.3% in 2018. The Writing Component remained relatively stable at about 96%.
- The results of the OurSCHOOL (formerly known as Tell Them From Me) surveys of student attitudes concerning feeling safe at school have been relatively unchanged. However, we have noticed an increase in the rate of students who reported victimization resulting from bullying from 7% in 2017 to 18% in 2018.

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

Parents, school staff, administration and community at Carlyle School aim to turn dreams into achievements and prepare Carlyle students for life. We encourage respect, critical thinking, life-long learning, acceptance and pride within a safe and nurturing environment. We are committed to developing the learner's personal, social and academic capacities by providing a child-centered, inquiry-based curriculum that links classroom experiences to global issues. We promote the educational partnership involving parents, school staff, administration and communities.

At Carlyle our vision is to create a school community where:

All students learn and grow in a safe and nurturing environment.

All learners have the opportunity to develop their personal, academic and social experience using an inquiry-based, international curriculum.

All learners are provided with a child-centered curriculum that links classroom experiences to global issues.

Parents, school staff, administration and community endeavour to instill a sense of pride, respect, open-mindedness and life-long learning in all students.

Our Values

At Carlyle we believe/value:

All learners have the right to be treated with respect, integrity and acceptance and have the responsibility to demonstrate these values towards others and the world around them.

Parents, school staff, administration and community, through a democratic process, have demonstrated that they value an international curriculum that promotes the International Baccalaureate Primary Years Program philosophy.

Education is a partnership involving staff, parents and community – “It Takes a Village to Raise a Child.”

The Consultation

To assist with determining objectives for the Educational Project, Carlyle held three consultations for its community: one with the governing board, one with the parent community and another for all staff. Below is a brief summary of what the process looked like.

There was a governing board meeting, including parents, staff, community and school board representatives to identify the needs of the students, the challenges tied to their success and the expectations of the community. In reviewing the objectives set by the school board in their Commitment-to-Success Plan, stakeholders contributed their thoughts and ideas in relation to the prescribed objectives. The school staff completed an online survey

addressing common themes and priorities in order to provide solutions aimed at meeting the challenges identified in the educational project. Parents were given the opportunity to complete a paper survey during our annual IB information session. All results were collected and reviewed by the school team, to prioritize objectives for improvement. We found it to be very helpful gathering the data from parents during an event that they were already in school for. However, our results might not have been representative of the global parent community due to the low attendance of parents involved. In the future, we will collect data at an event where parent presence is higher (i.e. Curriculum Night or Portfolio Night).

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	Carlyle Elementary Success Rate of EOC3 Mathematical Reasoning (C2)	EMSB Success Rate on EOC3 Mathematical Reasoning (C2)
2015	90.9	64.0
2016	76.5	65.2
2017	77.3	74.3
2018	63.3	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 steadily decreased from 90.9% in 2015 to 63.3% in 2018. The results mirror those of the Board from 2017 to 2018 in that there has been a significant decrease in the success rate. In the years to come, we will monitor the results to ensure that the success rate increases.

In the mathematical reasoning component, the success rate decreased from 90.9% in 2015 to 76.5% in 2016. It remained relatively stable from 76.5% in 2016 to 77.3% in 2017 and then decreased to 63.3% in 2018. It is of concern, but it should be noted that the Board also decreased by 4%.

Although the students have had an increased exposure to multiple choice tasks, teachers have observed and reported that the students need to work through the task more effectively. In order to increase the success rate, we will continue to implement strategies such as, maintaining exposure to multiple choice; broken line graph; fractions; mental math activities. All assessments will require of the students to justify their answers by showing their work in order to receive full points. Daily math drills at all grade levels will continue to be administered. Moreover, additional support from tutors will be provided.

In establishing our baselines, we took an average of the last four years. The baseline is 77%.

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 77% in 2019 to 80% by 2022.

Orientation: Equity among Various Groups

EMS B 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: Carlyle and EMS B Success Rates in End-of-Cycle 3 English Language Arts Reading Component of the June MEES Examination (%)

	2016-2017	Gap	2017-2018	Gap
Carlyle (Boys)	100	9.1	92.9	0.9
Carlyle (Girls)	90.9		93.8	
EMS B (Boys)	83.4	10.3	83.5	11.3
EMS B (Girls)	93.7		94.8	

EMS B Local Data, 2018

Table 2 shows that the gap in the success rate of the English Language Arts EOC 3 June MEES Examination Reading Component decreased from 9.1% in 2016-2017 to 0.9% in 2017-2018. The Board's gap increased from 10.3% in 2016-2017 to 11.3% in 2017-2018. The school's gap is currently dramatically lower than that of the school board. As a school, we will continue to put in place strategies to maintain or increase the success rate of boys and girls.

Because there are only two years of data available, the baseline will be calculated using an average. Further data will allow us to gain a better grasp of the situation.

School Objective 2: To maintain the gap between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination from 2-3% through 2022.

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

FRA610 Core	2016-2017	Gap	2017-2018	Gap
Carlyle (Boys)	81.8	9.1	71.4	22.4
Carlyle (Girls)	90.9		93.8	
EMSB Core (Boys)	69.1	22.6	75.9	10.5
EMSB Core (Girls)	91.7		86.4	

EMSB Local Data, 2018

Table 3 shows that the gap in the success rate of the French Second Language End-of-Cycle 3 Board-wide Examination Writing Component increased from 9.1% in 2016-2017 to 22.4% in 2017-2018. The school's gap is inversely proportionate with the Board. While the Board's gap decreased, the school's gap level increased by around 12%. As a school, we will continue to put in place strategies to increase the success rate of boys while maintaining or increasing the success rate of girls.

The baseline we have chosen is the average of the two years. The baseline is 15.8%.

School Objective 2.1: To decrease the existing parity between boys and girls on the End-of-Cycle 3 French Second Language Writing Component June Board-wide Examination from 15.8% to 12% by 2022.

Orientation: Mastery of Languages

EMSB OBJECTIVE

Language Proficiency

English Language Arts

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

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

French Second Language (base)

Objective 4.3: To increase the success rate of students on the End-of-Cycle 3 French Second Language (base) Reading component of the June local 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 local examinations above the 90% range through 2022.

English Language Arts

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

Year	Reading Component		Writing Component	
	Carlyle	EMSB	Carlyle	EMSB
2015-2016	100	92.4	100	97.5
2016-2017	95.7	88.5	95.7	94.5
2017-2018	93.3	89.1	96.7	94.0

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 Carlyle decreased from 100% in 2016 to 93.3% in 2018. The school's results were higher than what occurred at the Board level. While the Board's success rate in the Writing Component remained relatively stable at about 95%, the school's success rate slightly decreased from 100% in 2016 to 96.7% in 2018. The school will maintain the success rate above 90% for the Reading Component and maintain the success rate above 96% for the Writing Component.

Table 5: Carlyle Average Grades in End-of-Cycle 3 English Language Arts MEES Examination (%)

Year	Reading Component		Writing Component	
	Carlyle	EMSB	Carlyle	EMSB
2016-2017	73.3	71.2	69.8	74.2
2017-2018	74.0	72.9	74.7	73.8

Source: EMSB Local Data 2018

As a result of the success rate in Reading, the school has undertaken to improve the proficiency level of students. Table 5 shows the average mark on the Reading and Writing Component in 2018. To calculate the baseline, the average of the last two years will be utilized. The baseline is 73.7%.

Objective 4: To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above 96% range 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 96% 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 73.7% to 76.7% in 2022.

French Second Language (Core Program)

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

Year	Reading Component		Writing Component	
	Carlyle	EMS B Core	Carlyle	EMS B Core
2014-2015	52.2	55.3	87.0	80.1
2015-2016	94.1	83.5	94.1	81.9
2016-2017	86.4	58.7	86.4	79.6
2017-2018	70	66.8	83.3	80.5

Source: EMSB Local Data 2018

Table 6 shows that the success rate on the Reading Component of the End-of-Cycle French Second Language local exam significantly increased from 52.2% in 2015 to 94.1% in 2016, mirroring the results of the Board. In the Writing Component, the results increased from 87.0% in 2015 to 94.1% in 2016 which was higher than the results of the Board. There has been a steady decrease since the 2015-2016 results in the Reading Component. This could be a result of the exam format changing to include audio and visual texts in addition to written texts. There was also a significant decrease in the results in the Reading Component in 2018. This is due to the fact that there were a high number of students with learning difficulties and Individual Education Plans that year.

In determining the baseline, the average of the last two years of results will be used due to the change in exam format.

Objective 4.3: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (Core) Reading Component of the June local exam from a baseline of 78.2% in 2019 to 80.0% by 2022.

Objective 4.4: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (Core) Writing Component of the June Board local exam above 84.9% 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	Carlyle Bullying*	EMSB Bullying	Carlyle School Safety**	EMSB School Safety	Carlyle Anxiety***	EMSB Anxiety
2015-2016	N/A	24	N/A	67	N/A	18
2016-2017	7	24	80	65	8	18
2017-2018	18	23	80	65	18	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

INDICATOR

TARGET

STRATEGIES

Please note that the OurSchool survey was not administered in 2015-2016, therefore, no results are available for that school year.

Table 7 shows that while the perception of bullying has remained relatively stable at the Board level at about 24%, the perception of bullying at our school is lower than that of the board, but of concern is the fact that it appears to be on the rise.

The increase of 11% in students who reported feeling bullied can be attributed to the fact that students misunderstood the question. It appears that students reported incidents of bullying outside of school. Additionally, reading and language comprehension also plays a factor in their responses as evidenced in the English language reading results. Furthermore, the survey results of those students who reported feeling safe attending school contradicted the increased percentage of students reporting victimization from bullying. In order to attain more consistent results, we are now administering the OurSchool survey to the Grade 4 cohort until graduation.

Table 7 also shows that the perception of school safety is relatively stable at the Board at about 65%. The perception of school safety is higher at our school and has remained stable at 80%.

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 been the same or lower than that of the board.

In establishing our baselines, we have chosen to take the average of the last two years for each indicator as the results from 2016 are not available.

School Objective 5.0: To decrease the rate of our elementary students who report victimization resulting from bullying on the OurSCHOOL Survey from a baseline of 12% in 2019 to 7% 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 80% in 2019 to 85% by 2022.

School Objective 5.2: To maintain or decrease the rate of moderate to high level anxiety as reported by elementary school students on the OurSCHOOL Survey from a baseline of 13% in 2019 to 10% 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.

Schools implementing the initiative in 2021-2022:

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

We will brainstorm ways to incorporate 60 minutes of physical activity per day for all students. There is a 15 minute recess period in the morning as well as a 30 minute lunch recess period in the afternoon. We could include an extra 15 minutes of body movement activities within the classroom during the first 15 minutes of the day.

INDICATOR

TARGET

STRATEGIES

Implementation and Monitoring of the Project

The school will report to its community on the Educational Project on an annual basis. This has been determined in collaboration with the school board.

Signatory Parties

ON BEHALF OF THE SCHOOL

GOVERNING BOARD CHAIRPERSON

PRINCIPAL

ON BEHALF OF THE SCHOOL BOARD

DIRECTOR GENERAL

GOVERNING BOARD RESOLUTION

CARLYLE _____ 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 74.3% in 2017 to 75% by 2022.

Indicator	Target	Strategies
The success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination	To increase the success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination from a baseline of 77% in 2019 to 80% by 2022.	<ul style="list-style-type: none"> • In order to increase the success rate, we will continue to implement strategies such as, maintaining exposure to multiple choice; broken line graph; fractions; mental math activities. All assessments will require of the students to justify their answers by showing their work in order to receive full points. Daily math drills at all grade levels will continue to be administered. Moreover, additional support from tutors will be provided. • We will continue to ensure that students extract data from subjects such as science and social science to graph the data during math situations (i.e: temperature, population, surveys, life cycles). We will also continue to incorporate the consistent use of manipulatives in our instruction of conceptual numeracy. Students will be given more opportunities to practice short answer questions based on graphing data. • Professional development will further benefit our teachers in the area of instruction of fractions. We will invite our math consultant for a one day workshop for reinforcing supporting strategies for teaching fractions. In addition, our IB stand-alone math lesson will focus on fractions will be reviewed.

Equity:		
EMS Objective: To reduce the gap in success rates between boys and girls from 8.2% in 2016 to 6.2% by 2022.		
Indicator	Target	Strategies
The gap in success rates between the boys and girls	To maintain the gap between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination from 2-3% through 2022.	<ul style="list-style-type: none"> Teachers will use different teaching strategies that are geared towards different genders. Due to our school's high population of special needs students, teachers are already differentiating their teaching methods and assessments in order to meet all students' needs. They will continue exploring various differentiation techniques.
The gap in success rates between the boys and girls	To decrease the existing parity between boys and girls on the End-of-Cycle 3 French Second Language Writing Component June Board-wide examination from 15.8% to 12% by 2022.	<ul style="list-style-type: none"> Teachers will use different teaching strategies that are geared towards different genders. Due to our school's high population of special needs students, teachers are already differentiating their teaching methods and assessments in order to meet all students' needs. They will continue exploring various differentiation techniques.

Language Proficiency:

Objective 4: To increase the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations from 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.

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 73.7% to 76.7% in 2022.

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 local 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 Board local examinations above the 90% range through 2022.		
Indicator	Target	Strategies
The success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations	To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above 96% range through 2022.	<ul style="list-style-type: none"> The teachers will put extra emphasis on vocabulary, inferencing, modelling reading responses and comprehension strategies such as locating key words and information. They will also continue to implement the online levelled reading resource, RazKids.
The success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations	To maintain the success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations above 96% range through 2022.	<ul style="list-style-type: none"> The teachers will continue to put extra emphasis in the following areas; varied sentence structure: development of simple and complex sentences; reading aloud texts that model good writing and demonstrate fluency, rhythm, and structural patterns in language; using graphic organizers to help students organize their thoughts in prewriting; direct instruction on teaching the skill of note taking; a combination of direct instruction and modelling of how to summarize/paraphrase information as well as modelling good writing practices. We will continue to focus on providing enrichment activities to students to promote their proficiency in writing. The ELA and literacy consultants will be invited to offer professional development in how to teach writing more effectively.
The average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations	To increase the average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations from a baseline of 73.7% to 76.7% in 2022.	<ul style="list-style-type: none"> The teachers will put extra emphasis on vocabulary, inferencing, modelling reading responses and comprehension strategies such as locating key words and information. They will also continue to implement the online levelled reading resource, RazKids. We will continue to focus on providing enrichment activities to students to promote their proficiency in reading. The ELA and literacy consultants will be invited to offer professional development in how to teach reading more effectively.

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The success rate of students on the End-of-Cycle 3 French Second Language (Core) Reading component of the June MEES examinations	To maintain the success rate of students on the End-of-Cycle 3 French Second Language (Core) Reading component of the June local exam from a baseline of 78.2% in 2019 to 80.0% by 2022.	<ul style="list-style-type: none"> • The teachers will continue to implement direct instruction of strategies involved with reading comprehension skills; extracting information from a text, inferencing, locating key information and identifying key words. • They will also continue to provide opportunities for students to frequently practice these skills in the classroom. • In addition, the FSL tutor will provide additional support which will include the use of the Rosetta Stone Language Program.
The success rate of students on the End-of-Cycle 3 French Second Language (Core) Writing component of the June Board uniform examinations	To maintain the success rate of students on the End-of-Cycle 3 French Second Language (Core) Writing component of the June Board local exam above 84.9% through 2022.	<ul style="list-style-type: none"> • The teachers will continue to monitor and implement strategies including: modelling writing, individual progressive French vocabulary word bank, word classification, autocorrect strategies such as SPACOH (syntax, punctuation, accord, conjugaison, orthographe & homophones) and provide frequent opportunities for practice. • In addition, the FSL tutor will provide additional support which will include the use of the Rosetta Stone Language Program.

Well-Being of the School Community:

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.

Indicator	Target	Strategies
The rate of our elementary students who report victimization	To decrease the rate of our elementary students who report victimization resulting	<ul style="list-style-type: none"> • The students participating in the OurSchool survey will be provided with a pre-survey orientation in order to facilitate language

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<p>resulting from bullying on the OurSCHOOL Survey</p>	<p>from bullying on the OurSCHOOL Survey from a baseline of 12% in 2019 to 7% by 2022.</p>	<p>comprehension of the survey. Extra support staff for reading comprehension during the survey will be provided.</p> <p>The following measures will continue to be implemented to decrease the rate of students who report victimization:</p> <ul style="list-style-type: none"> • School wide assembly aimed at (cycle/grade level) increasing awareness and understanding of the term bullying; • Meeting with the bus drivers to go over protocols in dealing with incidents occurring on the bus; • Meeting with the entire staff, including teachers, child care workers, lunch monitors, support staff, secretaries, daycare technician and caretaker in order to sensitize all adults in the school to non-verbal signs of bullying.
<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 80% in 2019 to 85% by 2022.</p>	<p>The following measures will be maintained in order to increase the rate of students feeling safe at school:</p> <ul style="list-style-type: none"> • The students will continue to have lunch in their classrooms; • Structured play during recess and lunch recess; • Scheduled activities in the gymnasium and games room to promote positive and social interaction, while decreasing the number of students outdoors; • Decreased school yard population due to the use of a second playground; • Continue with the bus safety workshops with Transco so the students are familiar with bus safety measures.
<p>The rate of moderate to high level anxiety as reported by elementary school students on the OurSCHOOL Survey</p>	<p>To maintain or decrease the rate of moderate to high level anxiety as reported by elementary school students on the OurSCHOOL Survey from a baseline of 13% in 2019 to 10% by 2022.</p>	<p>The following measures will continue to be implemented in order to maintain or decrease the rate of moderate to high level of anxiety:</p> <ul style="list-style-type: none"> • The students will have access to the school's sensory room; • Maintain small classroom sizes; • Maximize supervision; • Provide on-going student support as needed (Behaviour Technician, Social Counsellor, Child Care Worker); • To continue to implement periodic brain and relaxation breaks during class time;

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		<ul style="list-style-type: none"> • Maintain the use of kinesthetic materials and equipment (yoga chairs, pedal bikes/desks, sensory materials, etc...).
Virtual Learning	To develop and improve on line learning	<ul style="list-style-type: none"> • Modelling proper netiquette through social media
Virtual on line learning	To communicate effectively on line	<ul style="list-style-type: none"> • Integrate lessons/activities that foster the development of empathy both in person and in online settings.
Virtual Learning	To train teachers	<ul style="list-style-type: none"> • Teacher professional development on various digital educational resources offered through the EMBS Virtual Library. • Teacher professional development focused on online collaborative tools made available by EMSB.
Reading on line	Reading	<ul style="list-style-type: none"> • Encourage students to discuss the readings online. • Offer opportunities for students to express themselves in various media formats (audio, video, image, text).