



Commission scolaire English-Montréal  
English Montreal School Board



**EDUCATIONAL PROJECT**  
***BANCROFT ELEMENTARY***  
**2019-2022**

# Table of Contents

<b>1. Goal of the Educational Project.....</b>	<b>2</b>
<b>2. Legal and Regulatory Framework .....</b>	<b>2</b>
<b>3. Groups that Collaborated in the Development of the Project.....</b>	<b>2</b>
<b>4. Groups Consulted in the Development of the Project.....</b>	<b>2</b>
<b>5. School Profile.....</b>	<b>3</b>
<b>6. Our Mission.....</b>	<b>7</b>
<b>7. Our Values.....</b>	<b>7</b>
<b>8. Alignment to the EMSB’s Commitment-to-Success Plan.....</b>	<b>8</b>
<b>9. Orientations, Objectives, Indicators and Targets of the School and the EMSB.....</b>	<b>17</b>
<b>10. Implementation and Monitoring of the Project.....</b>	<b>17</b>
<b>11. Signatories.....</b>	<b>18</b>
<b>12. Resolution of the Governing Board Adoption of Educational Project.....</b>	<b>18</b>
<b>13. APPENDIX 1 : Strategies for Implementation of School Objectives.....</b>	<b>19</b>

# **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 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

Bancroft Elementary School has 382 students from preschool to grade six. The concentration of our population is in the preschool and Cycle 1 levels. The school offers a Bilingual Programme from Pre-Kindergarten to Grade Six. Students in Pre-Kindergarten and Kindergarten complete 50% of their day in English and 50% in French.

In Cycle 1, 2, and 3 the breakdown of subjects taught in English and French are as follows:

Cycle 1	English Language Arts Physical Education & Health Ethics and Religious Culture	Français, immersion bilingue Mathématique Musique Arts plastiques
Cycle 2 And Cycle 3	English Language Arts Physical Education & Health Mathematics Music <sup>2</sup> Visual Art <sup>2</sup>	Français, immersion bilingue Science et technologie Géographie, histoire et éducation à la citoyenneté Musique <sup>2</sup> Arts plastiques <sup>2</sup> Éthique et culture religieuse

Approximately 12% of our student population follows an Individualized Education Plan (I.E.P) with 36 coded students, 6 of which are on a Modified Programme. There are 10 students waiting to be assessed. These numbers do not include our newly arrived students nor our English Seconded Language students. The challenges we face in the instruction of our curriculum, includes the differentiation required when having 118 international students who arrive and leave anytime throughout the school year, or remain with us for only a few years before moving on. With a high number of transient international students the successful acquisition of both languages varies from cycle to cycle. Our pre-school and cycle-one students the quickest to assimilate languages, whereas the second and third-cycle students require multilayered resource and tutoring support in order to develop competency.

The school is situated in an urban area on rue St. Urbain, located in the heart of the Plateau. We are within walking distance of many green spaces including Parc Jeanne-Mance and Parc Mont-Royal. We are also close to the downtown core and have easy access to many cultural, artistic, and historical venues. We have recently undergone major renovations to the building including the outdoor play areas. We are in the process of developing the green spaces in front of the building available to students and staff. Our school's territory is large with 6 school buses providing transportation services to our students. There is a high number of students within walking distance of the school and many who are driven into school on a daily basis. Approximately, 110 students make use of the daycare service in the morning and afterschool hours. On Pedagogical days, an average number of 100 students attend the daycare

programme. 51% of the children in the school were born in Quebec with a majority of students using English as the main language spoken at home and 14% of our students using French as the main language spoken at home. Our families represent many different countries of origin, particularly from France, Korea, Spain and Brazil. Cultural diversity is very important to the Bancroft community and we celebrate this through both academic and cultural aspects of our school's curriculum. Students are encouraged to celebrate not only their own heritage but to value and respect the cultural diversity of their peers. Through schoolwide projects and events, in conjunction with our Spiritual Animator we chose to foster this ideology. Our poverty index for the school is 6, with 10 being the maximum according to the IMSE Index issued by the MEES. We are entitled to a cultural grant from **A Montreal School for All** (AMSFA) and a government allotment for this year's Pre K programme. The proportion of single-parent families is 17.3%.

The school staff is comprised of one principal, twenty-seven full time teachers, four childcare worker attendants, one special education technician, six daycare staff, one daycare technician, seven lunch monitors, one fulltime and one part-time secretary, one daytime caretaker and two nighttime caretakers, one librarian once a week and every second Friday.

There are six extra resource teacher helpers working 50% in English and 50% in French. One teacher specifically for Preschool and one specifically for Cycle 2 and 3. There is one teacher designated as the staff assistant. In addition to the attendants and special education technician, the Complementary service team from the Board includes a Special Education Consultant, a psychologist, a spiritual and community animator, an occupational therapist, and a speech and language pathologist. They each come to the school one day a week. The school staff is dedicated and works diligently to support the whole child. The staff is supportive of each other and in developing a strong school climate where students can feel like they are part of caring community.

Parental involvement is an important component of our school. Relations between teachers, parents and students are supportive and collaborative. The members of the governing board work diligently to support school improvement. The Parent Participation Organization (PPO) meets regularly and is active in school life. Many parents are very involved at the school (as in, daily volunteers, attend meetings, regularly support school wide events, i.e. the school play production). We continue to organize new events and create opportunities for parental involvement in school life, as is our strong belief that parental participation in their child's education creates a positive partnership and a supportive environment.

The population of the students in the school is quite varied in socio-economic status, behaviour and academic needs. Approximately, 15% 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, and this is further supported by schoolwide themes that focus on helping the children develop good social skills, inspire their learning and help actualize their potential. Students and staff have access to our full time youth coordinator from Sun Youth who specializes in bullying prevention and intervention.

The arts and sciences are a primary focus of the school. We are designated a STEAM school where students and teachers regularly work together to develop special projects and activities that are carried out between classes, in cycles, or schoolwide. Bancroft embraces the STEAM framework. STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student 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.

There is a variety of computer equipment that is available for teaching (smartboards, laptops, iPads, Chromebook, robotics, 3D printer, and interactive and light boards) and our staff continue to explore new methods of teaching with these tools. Bancroft Elementary School features a dedicated art room with all students from Pre-Kindergarten to Grade 6 receiving one hour of visual arts per week with an art specialist. There is also a music specialist. The music

room is fully equipped with a variety of instruments, geared to the various cycles and aptitudes of the students. Our vast array of instruments includes string guitars, keyboards, percussion instruments, ukuleles, piano, steel drums to name just a few. Our music teacher organizes and produces the annual Holiday concert in December and a major musical/theatre production featuring almost 75% of our student body from pre-kindergarten to grade 6, which takes place in the spring. Many lunchtime clubs and activities organized by teachers and various support staff take place throughout the school year, in addition many outside organizations provide extracurricular activities in sports, science and the arts.

Some services are offered by the local Centres Intégrés Universitaire de Santé et de Services Sociaux (CIUSSS) including a nurse and a social worker for one half day per week and on an ad-hoc basis. The social work liaison is also on call for consultation and referral.

The school holds regular activities for students and their families: a welcome back barbeque, science fair, Halloween family evening, holiday concert featuring instrumental numbers, musical theatre production, field/sport day, talent show, book fairs, storytelling festival, graduation ceremony to name a few. The Cycle 3 students go on a Grad Overnight trip partially subsidized by school fundraising. They also participate once a week for 8 weeks in Transition to High School- a program presented by a facilitator of Épique Inc., a company providing various types of programs ranging in topics specifically aimed at students, teachers and parents.

Our students participate in many activities focusing on sports and physical wellness. There is soccer, flag football, basketball, track and field, and running program to train for the GMAA Halo Race. Many junior and senior students follow several afterschool programs, such as Taekwondo, basketball and multisport..

Bancroft School'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.

- Students' average grade on the End of Cycle 3 June Mathematics Exam (C2: Mathematical Reasoning Component) for the Bilingual Program increased from 60.3% in 2015 to 63.5% in 2018.
- Students' average grade in the French Reading Component have increased from 72.8% in 2015 to 87.0% in 2018. In the Writing Component, results have increased slightly from 74.3% in 2015 to 75.2% in 2018.
- In the English Language Arts June MEES Exam, the average grade on the Reading Component have remained relatively the same, 62% in 2015 to 61.8% in 2018. The Writing Component for this group increased slightly from 70% in 2015 to 71.5% in 2018.

The school staff has been making use of this data to monitor progress towards the established targets and applying informed decision-making. The staff has been developing a greater sensitivity to which strategies and measures are having a positive impact.

**PLEASE NOTE:**

<b>To present our data in the right context, please refer to this table which outlines our sample size (grade 6 class size) for each of the years in the tables that follow</b>	
<b>2014-2015</b>	<b>19 students</b>
<b>2015-2016</b>	<b>19 students</b>
<b>2016-2017</b>	<b>22 students</b>
<b>2017-2018</b>	<b>17 students</b>

## **Our Mission**

Our mission is to provide quality education in a caring, safe and inclusive environment where a child's curiosity for knowledge is encouraged. We are a family of cultures and we celebrate our diverse multicultural and multiethnic community. We are a school of the times and of the world.

Bancroft School strives to be at the forefront of learner-centered education – a place in which every child's natural impulse for learning is not replaced by mere "schooling." Bancroft recognizes that "success" is meant for every child. We strive to foster in Bancroft's children a passion for lifelong learning, faith in themselves and in their place in the community. We recognize equipping our children to make a positive contribution to the changing world means helping them to become literate, adaptable and critical thinkers, at ease in both English and French and adept with computer technology and the new media.

## **Our Values**

- We value that each member of the Bancroft community has the right to be treated with respect and has the responsibility to treat others with the same respect.
- We value a secure, stable and supportive environment as essential to the academic, social and emotional growth of students.
- Children should be offered a rich and diverse range of experiences through which they can explore their own strengths and interests.
- We value the involvement of parents in the educational success of their children and believe it has a direct link to the child's success in school.

## **The Consultation**

To assist with determining objectives for the Educational Project, Bancroft's Governing Board recommended a broad parent survey to be carried out via Blackboard connect. Another survey was carried out with all staff. 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. Below is a brief summary.

Following our surveys, the school's Staff Council met to discuss common themes and priorities and to provide solutions aimed at meeting the challenges identified. All results were collated and filtered by the school success team in collaboration with our school consultants, to reflect on strengths and weaknesses and to prioritize objectives for improvement. Feedback from our surveys identified several concerns and needs of the students, namely the challenges tied to their academic success, the expectations of the community with regard to the curriculum, academic and emotional support of students and school climate. We are putting several strategies in place to provide additional academic support in the form of extra teachers/tutors on a one-to-one basis and to engage students in more positive and school activities (centered around sports, science, and music) that build resilience and confidence.



## 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	Number of students	BANCROFT ELEMENTARY Success Rate of EOC3 Mathematical Reasoning (C2)	EMSB Success Rate on EOC3 Mathematical Reasoning (C2)
2015	19	47.4	64.0
2016	19	50.0	65.2
2017	22	64.0	74.3
2018	17	53.0	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 increased from 47% in 2015 to **53%** in 2018. The results from 2015 to 2017 show that there has been a slight increase, however the school results have remained relatively stable. In the years to come, we will be monitoring the results.

In establishing our baselines, we chose to take an average of the last four years. The baseline for the last four years is **54%**.

**School Objective 1: To increase the success rate, by having one additional student succeed each year on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination from a baseline of 54% in 2019 to 68%% 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: BANCROFT ELEMENTARY and EMSB Success Rates in End-of-Cycle 3 English Language Arts Reading Component of the June MEES Examination (%)**

	# of students	2016-2017	Gap		2017-2018	Gap
<b>BANCROFT ELEMENTARY (Boys)</b>	<b>9</b>	<b>77.8</b>	<b>14.5</b>	<b>12</b>	<b>33.0</b>	<b>27</b>
<b>BANCROFT ELEMENTARY (Girls)</b>	<b>13</b>	<b>92.3</b>		<b>5</b>	<b>80.0</b>	
EMSB (Boys)		83.4	10.3		83.5	11.3
EMSB (Girls)		93.7			94.8	

Table 2 shows that the gap in the success rate of the English Language Arts EOC 3 June MEES Examination Reading Component increased from **14.5 %** in 2016-2017 to **27%** 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 higher than that of the school board. As a school, we will continue to put in place strategies to increase the success rate of boys while maintaining or increasing the success rate of girls.

There are only two years of data available, however the boys' success rate is of particular concern. As such, the baseline will be calculated using an average of the two (20.8%). Further data will allow us to gain a better grasp of the situation.

**School Objective 2: To decrease the gap between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination from a baseline of 20.8% in 2019 to 10.4% by 2022 (having 2 more boys succeed).**

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

FRI 610 (Bilingual)	# of students	2016-2017	Gap		2017-2018	Gap
<b>BANCROFT ELEMENTARY (Boys)</b>	<b>9</b>	<b>88.9</b>	<b>3.4</b>	<b>12</b>	83.3	16.7
<b>BANCROFT ELEMENTARY (Girls)</b>	<b>13</b>	<b>92.3</b>		<b>5</b>	100	
EMSB Bilingual (Boys)	=	96.3	2.1		91.2	4.5
EMSB Bilingual (Girls)	=	98.4			95.7	

*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 **3.4 %** in 2016-2017 to **16.7 %** in 2017-2018. While the school’s gap is significantly higher than that of the Board, we will continue to put in place strategies to reduce the gap between the boys and the girls.

The baseline we have chosen is the average of the two years, **10.1%**.

**School Objective 2.1: To maintain a gap of approximately 5% ( having 2 more boys succeed) between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination 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: BANCROFT ELEMENTARY Success Rates in End-of-Cycle 3  
English Language Arts MEES Examination (%)**

Year	Number of students	Reading Component		Writing Component	
		BANCROFT ELEMENTARY	EMSB	BANCROFT ELEMENTARY	EMSB
2015-2016	19	52.4	92.4	90.5	97.5
2016-2017	22	86.4	88.5	100	94.5
2017-2018	17	47.1	89.1	94.1	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 **BANCROFT ELEMENTARY** increased from **52.4%** in 2016 to **86.4%** in 2017 and then decreased again in

2018 to **47.1%**. This fluctuating success rate is largely due to the small class sizes and in 2016 only 19 out of 22 students were successful, whereas in 2018, 8 out of 17 students were successful. The decrease is also attributed to the fact that only 4 out of 12 boys in 2018 were successful.

While the Board’s success rate in the Writing Component remained relatively stable close to 95%, the school’s success rate creased from **90.5%** in 2016 to **94.1%** in 2018. The school will strive to increase the success rate above our average of 61.9% for the Reading Component and maintain the success rate above our average of 94.8% for the Writing Component.

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

Year	# of students	Reading Component		Writing Component	
		BANCROFT ELEMENTARY	EMS B	BANCROFT ELEMENTARY	EMS B
2016-2017	22	69.8	71.2	81.4	74.2
2017-2018	17	61.8	72.8	71.5	73.8

Source: EMSB Local Data 2018

As a result of the very high success rate in the Writing Component, the school has undertaken to improve the proficiency level of students, especially boys, in the reading component. Table 5 shows the average mark on the Reading and Writing Component. To calculate the baseline, an average of the last two years will be used, thus our baseline is **65.8 %**. Thus our three year objectives are as follows:

**Objective 4:**

- to improve the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above our baseline average of 61.9% in 2019.
- To improve the proficiency (average grade) of students, especially boys, in the Reading component.

**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 our baseline average of 94.8% in 2019.
- To improve the proficiency (average grade) of students in the Writing component

## French Second Language (Bilingual Program)

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

Year	# of students	Reading Component		Writing Component	
		BANCROFT ELEMENTARY	EMS Bilingual	BANCROFT ELEMENTARY	EMS Bilingual
2014-2015	19	84.2	74.9	89.5	89.3
2015-2016	19	79	81.0	-	97.9
2016-2017	22	95.5	90.6	90.9	97.3
2017-2018	17	100	90.8	88.2	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 **84.2% in 2015** to **100% in 2018**. In the Writing Component, the results slightly decreased from **89.5% in 2015** to **88.2% in 2018**, also mirroring the results of the Board. The significant increase in 2016-2017 in the Reading Component is a result of the exam format changing, to include audio and visual texts in addition to written texts.

In determining the baseline, the average of the last two years of results will be used. Thus for reading the average success rate for the **Reading component is 97.8%** and for the **Writing component is 89.6%**

**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 95.0 % 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 uniform examinations above the 90.0% range through 2022.**

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

### EMS B OBJECTIVE

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

**EMS B 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**

**EMS B 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**

**EMS B 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: EMS B Elementary Student's Perception of Bullying, Perception of School Safety and Sense of Anxiety (%)**

Year	<b>BANCROFT ELEMENTARY Bullying*</b>	EMS B Bullying	<b>BANCROFT ELEMENTARY School Safety**</b>	EMS B School Safety	<b>BANCROFT ELEMENTARY Anxiety***</b>	EMS B Anxiety
2015-2016	<b>28</b>	24	<b>70</b>	67	<b>19</b>	18
2016-2017	<b>29</b>	24	<b>76</b>	65	<b>16</b>	18
2017-2018	=	23	=	65	=	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

= survey TBD =>MAY 2019



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 higher than that of the board, but of concern is the fact that it appears to be on the rise.

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, in addition the students report a high rate of advocacy at school and positive teacher–student relationships. Students also report that adults step in quickly to mitigate and regulate problems.

Table 7 shows that while the anxiety level of students is stable at 18% at the Board level, the anxiety level of our school is lower than that of the board, and is on the decrease, however the fact that it exists at 16% is of great concern.

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 students who report victimization resulting from bullying on the OURSCHOOL Survey from a baseline of 28 % in 2019 to 22% 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 73% in 2017 to 80% 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 17% in 2017 to 11fv% 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 2019-2020:**

School Objective 5.1: To implement the MEES initiative of 60 minutes of physical activity per day for all students.

- Carry out an analysis of how active our school is: classroom, hallways, other school spaces, during recess, lunchtime and daycare hours and where we can increase the level of physical activity during our day.
- Provide workshops for staff on how to incorporate more movement in teaching and in their classrooms to increase student engagement.
- Initiating a shift in culture and developing Physical literacy. Making our school more active in the many different ways that are possible.

### **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 separate PDF )**

**ON BEHALF OF THE SCHOOL**

---

GOVERNING BOARD CHAIRPERSON

---

PRINCIPAL

**ON BEHALF OF THE SCHOOL BOARD**

---

DIRECTOR GENERAL

**GOVERNING BOARD RESOLUTION**

---

**BANCROFT ELEMENTARY SCHOOL**

**EDUCATIONAL PROJECT 2019-2022**

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

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

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

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

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

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

IT WAS FURTHER MOVED BY \_\_\_\_\_ AND RESOLVED THAT upon adoption of the Educational Project by School Board, the Educational Project will be made public and communicated to the parents and school staff.

\_\_\_\_\_  
Signature, Governing Board Chairperson / Date

\_\_\_\_\_  
Signature, Principal / Date

## Appendix 1 Strategies for Implementation of School Objectives

### Graduation and qualification:

**Objective 1: To increase the success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination from a baseline of 54% in 2019 to 68% 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 <b>54% in 2019 to 68% by 2022.</b>	<ul style="list-style-type: none"> <li>• Teachers will place extra emphasis on identified areas of concern, identified from item analysis data (e.g. fractions, mental computation, decimals and statistics)</li> <li>• We will invite our math consultants for individualized workshops on new strategies for teaching statistics, fractions.</li> <li>• The resource teachers will work with students who are struggling in math, during class time (individually, or in a small group) on identified areas of weakness</li> <li>• Regular remediation,/acceleration will be provided for students who are struggling</li> <li>• In grades 2-4 students will be pre-exposed to concepts and skills they will be learning in their regular classrooms through the Acceleration program.</li> <li>• Students will be given more opportunities to practice situational problems (at least two per term) focused specifically on mastery exercises with contextual problem solving situations.</li> <li>• Professional days will be dedicated to 1) the use of manipulatives, and 2) the understanding of students' thought processes in higher order thinking</li> <li>• Improve teachers' knowledge of mathematics concepts and instruction through the school board's numeracy initiative</li> </ul>

**Equity:**

**Objective 2: To decrease the gap between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination from a baseline of 20.8% in 2019 to 10.4% by 2022.**

**Objective 2.1: to decrease the gap between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination to 10.1% through 2022.**

Indicator	Target	Strategies
The gap in success rates between the boys and girls	To decrease the gap between boys and girls on the End-of-Cycle 3 English Language Arts Reading Component of the June MEES examination from a baseline of <b>20.8%</b> in 2019 to <b>10.4%</b> by 2022.	<ul style="list-style-type: none"><li>• The teachers will put extra emphasis on vocabulary and inference</li><li>• Teachers will teach vocabulary explicitly, and focus on key words, use of picture walk through text</li><li>• Promote active engagement of students in new vocabulary, using new words in discussion and conversation</li><li>• Improve teacher’s knowledge of how boys and girls learn differently</li><li>• Encourage boys to read more through by providing alternative opportunities for language expression. Lunchtime clubs, presentations, the play.</li><li>• Provide acceleration/remediation support to boys who are struggling</li></ul>
The gap in success rates between the boys and girls	To decrease the gap between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination to <b>10.1%</b> through 2022.	<ul style="list-style-type: none"><li>• Teachers will help students improve their writing skills by:<ul style="list-style-type: none"><li>➤ Focusing instruction on development of simple and complex sentences.</li><li>➤ Reading aloud texts that model good writing and that demonstrate fluency, rhythm , and structural patterns in language;</li><li>➤ Using graphic organizers to help students organize their thoughts in prewriting;</li><li>➤ Modelling good writing practices</li></ul></li></ul>

## Language Proficiency:

**Objective 4:** To maintain the success rate of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations above our baseline average of 62% 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 95% 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 62% to 72.0% 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 MEES examinations above 97.8 % 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 uniform examinations above the 89.% 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 <b>62%</b> through 2022.	<ul style="list-style-type: none"> <li>• Teachers will put extra emphasis on identified areas of concerns as a result of the item analysis data:               <ul style="list-style-type: none"> <li>➤ Vocabulary</li> <li>➤ Inference</li> <li>➤ Main ideas</li> </ul> </li> <li>• Teachers will teach vocabulary by:               <ul style="list-style-type: none"> <li>➤ Focusing on key vocabulary</li> <li>➤ Using a picture/letter/word wall</li> <li>➤ Using vocabulary games to actively engage students Ex. Language apps etc.</li> <li>➤ Incorporating new words into discussion and activities.</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>• Teachers will help students improve their writing skills by:</li> </ul>

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 <b>95%</b> range through 2022.	<ul style="list-style-type: none"> <li>➤ Focusing instruction on development of simple and complex sentences.</li> <li>➤ Reading aloud texts that model good writing and that demonstrate fluency, rhythm , and structural patterns in language;</li> <li>➤ Using graphic organizers to help students organize their thoughts in prewriting;</li> <li>➤ Modelling good writing practices</li> </ul>
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 <b>62%</b> in 2019 to <b>72%</b> in 2022.	<ul style="list-style-type: none"> <li>• The teachers will put extra emphasis on vocabulary and inference</li> <li>• Teachers will teach vocabulary explicitly, and focus on key words, use of picture walk through text</li> <li>• Promote active engagement of students in new vocabulary, using new words in discussion and conversation</li> </ul>
The success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading component of the June MEES examinations	To maintain the success rate of students on the End-of-Cycle 3 French Second Language (bilingual) Reading component of the June MEES examinations above <b>97.8%</b> range through 2022.	<ul style="list-style-type: none"> <li>• Provide increased opportunities for students to practice their reading comprehension and writing skills.</li> <li>• Introduction to a variety of literature and genres.</li> <li>• Introduction to media texts</li> <li>• Improving oral storytelling skills in cycle 2 and cycle</li> </ul>
the success rate of students on the End-of-Cycle 3 French Second Language (bilingual ) Writing component of the June Board uniform examinations	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 <b>89.6%</b> range through 2022.	<p>Teachers will help students improve their writing skills by:</p> <ul style="list-style-type: none"> <li>➤ Focusing instruction on development of simple and complex sentences.</li> <li>➤ Reading aloud texts that model good writing and that demonstrate fluency, rhythm , and structural patterns in language;</li> <li>➤ Using graphic organizers to help students organize their thoughts in prewriting;</li> <li>➤ Modelling good writing practices</li> </ul>

**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 a baseline of 28% in 2019 to 22% by 2022.**

**Objective 5.1: To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey from a baseline of 73% in 2017 to 80% 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 17% in 2017 to 14% by 2022.**

<b>Indicator</b>	<b>Target</b>	<b>Strategies</b>
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 <b>28.%</b> in 2019 to <b>22%</b> by 2022.	<ul style="list-style-type: none"> <li>• School staff is able to recognize different forms of bullying and be willing to step in when they observe a student being bullied.</li> <li>• Increase safe opportunities for students to report incidences of bullying</li> <li>• Ensure that there are clear consequences for bullying that are consistently enforced.</li> <li>• Equip students with appropriate strategies to deal with bullying and exclusion.</li> </ul>
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 <b>73%</b> in 2017 to <b>80%</b> by 2022.	<ul style="list-style-type: none"> <li>• Consistently provide encouragement to students and provide advocates to whom the children can turn to for advice.</li> <li>• Maintain a positive school climate where all staff responsive to student needs, and encourage independence with a democratic approach.</li> <li>• Maintain and enforce clear rules and expectations for classroom and school behaviour</li> </ul>
The rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey	To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey from a baseline of <b>17%</b> in 2017 to <b>14%</b> by 2022.	<ul style="list-style-type: none"> <li>• Encourage students to report how they are feeling and provide support through               <ul style="list-style-type: none"> <li>➢ Meetings with support staff at the school – behaviour technicians student attendants, Sun Youth Coordinator.</li> <li>➢ Professionals form the CIUSSS-Social workers, Health professionals</li> </ul> </li> </ul>