



EDUCATIONAL PROJECT 2023-2027

Bancroft School

English Montreal School Board

The educational project is a strategic tool for an educational institution that defines its policy orientations, priority actions and expected results. It is a tool to inform its community with a view to ensuring educational success for all students regardless of age. The educational project reflects the characteristics and needs of the students who attend the educational institution, as well as the community's expectations regarding the education they receive. The educational project is prepared and implemented through the collaborative efforts of the various school stakeholders: students, parents, teachers, and other school staff members as well as community and school board representatives.

The educational project is part of a process designed to promote coordinated action and synergy among the various levels of the education system (MEQ, school boards and educational institutions), with due regard for their specific areas of autonomy and characteristics. This educational project must align with the English Montreal School Board's Commitment to Success Plan.

LEGAL FRAMEWORK

According to the Education Act, Sections 37 and 97.1, an educational institution's educational project must include:

- a description of the context in which the institution acts and the main challenges it faces, particularly with respect to educational success and, in the case of a vocational training centre, the relevance of the training to regional or provincial labour market needs,
- the specific policy orientations of the educational institution and the objectives selected for improving educational success,
- the targets to be achieved by the end of the period covered by the educational project,
- the indicators to be used to measure achievement of these objectives and targets,
- the intervals at which the educational project is to be evaluated, determined in collaboration with the school service centre or school board.

The educational project must:

- respect the students', parents' and school staff's freedom of conscience and of religion (EA, Section 37),
- cover a period that is harmonized with the period covered by the school service centre or school board's Commitment to Success Plan and the period covered by the MEQ strategic plan (EA, Section 37.1, 97.2 and 209.1),
- comply with the terms established by the Minister to coordinate the entire strategic planning process between the educational institutions, the school service centre or school board and the MEQ (EA, Section 459.3),
- be consistent with the school service centre's or school board's Commitment to Success Plan (EA, sections 37 and 97.1).



COMPOSITION OF THE SCHOOL TEAM

This educational project was written by a school team including the school principal, two teachers teaching at the cycle 3 and Kindergarten levels. With the collaboration of EMSB's educational consultants.

GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

The groups consulted in the development of the educational project were teachers, support staff members, parents, students, Governing Board, School Council and PPO committee (Parent Participation Organization).

SCHOOL PROFILE

Bancroft Elementary School offers a Bilingual Programme from K4 to Grade Six. At the time when writing this educational project, the student population was 336 students from K4 to Grade Six.

Students in K4 and K5 complete 50% of their day in English and 50% in French and as they progress, they take part in alternance in a full day in French and a full day in English. Students from grades 1-6 follow a schedule offering them in alternance a full day in English and a full day in French.

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

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

The music program is extensive and helps students explore their talents while exploring a wide variety of instruments. In addition, teachers develop certain STEM projects that are carried out between classes and cycles and used as access points for guiding student inquiry. Therefore, exposing students to critical thinking, thoughtful risk taking while engaging them in experiential learning, problem-solving and collaborative creation process.

Location

The school is situated in Montreal on boulevard St. Urbain, located in the heart of the Plateau Mont Royal. The school's location is within walking distance of Parc Jeanne-Mance and Parc du Mont-Royal.



We are also close to the downtown area and have access to many cultural, artistic, and historical venues. The centennial school building underwent major renovations 7 years ago. Since then, the school has an additional physical activity area; called the mini gym, a stage, an administration office adjacent to the main door, as well as specialised and well-equipped music, art and science classrooms. The next step of the renovation is the development of green recess spaces in front of the building as well as in the school yards.

Our school's territory

North- Des Carrieres to Van Horne to De Vimy to Cote St. Catherine to Darlington (both sides)

South- Waterfront

East- Papineau

West- Darlington (both sides) to Mont Royal Park (mountain) to Peel (both sides)

To service our students, within the school's distinct territory, we presently have 7 school buses providing transportation services. 49% of our students take the school bus to and from school. The rest of our students reside within walking distance. Amongst these families, some chose to either bike or drive into school on a daily basis. Approximately, 136 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.

Our school population

65% of our student population is Canadian of which 55% of the children were born in Quebec with a majority of students using English as the main language spoken at home while 24% of our students use French as the main language at home. Furthermore 35% of our student population come from different countries and have temporary access to English education as their parents are in Montreal with temporary work permits, study permits or are diplomats. Statistics show that these families come particularly from France, United States, South Korea, India, Ukraine, Spain. Bancroft offers ongoing registration within the limits of each grade level. In classrooms, teachers foster a welcoming environment where regular Bancroft students are always ready to support international students. The school team puts in place yearly additional resource support for language acquisition through the various MEQ Measures allocated to our school budget. The schools' 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. It is through schoolwide projects and events, organised in conjunction with our Spiritual Animator that we foster such ideology.

In describing our student population, we must also depict the portrait of our students with learning difficulties. We presently have 17% of our students following an Individualized Education Plan (I.E.P) of which 46 students have an official diagnosis of a learning difficulty and 4 of them need to follow a Modified Programme. Presently there are up to 7 students waiting to be assessed to confirm different learning difficulties. These numbers do not include our newly arrived students nor our English Second Language students. The challenges we face in the instruction of our curriculum, includes the differentiation required when having 116 international students who arrive and leave anytime throughout the school year, or that 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 are the quickest to assimilate languages, whereas the second and third-cycle students require multilayered resource and tutoring support to develop competency.



The population of the students in the school is quite varied in socio-economic status, behaviour and academic needs. Our poverty index for the school is 5, with 10 being the maximum according to the *Indice milieu socio-economique* (IMSE) Index issued by the Ministère de l'Éducation du Québec (MEQ).

The Faculty

As per government provisions, based on every year's enrolment report a corresponding number of staff members is allocated to the school. At the present time, Bancroft is comprised of one principal, twenty-five full time teachers, six childcare worker attendants, two behavioural technicians, six daycare staff, one daycare technician, seven lunch monitors, one fulltime and one part-time secretary, one daytime caretaker and one nighttime caretaker, one part-time EMSB librarian (once/week and every second Friday). Amongst the teaching staff there is one teacher designated as the staff assistant who is assigned additional administrative tasks to support the principal with the school's life organization. The MEQ added as of this school year, additional support specifically for the Kindergarten 4 classes. According to the number of students with special needs enrolled at Bancroft, there is an allocation of one resource teacher who offers resource support, in and out of class, depending on the needs. In order to service all our students with needs, the school must hire additional teachers MEQ budget allocation.

Outside support is also available through EMSB Student Services including a special education consultant, an occupational therapist, a psychologist, a spiritual and community animator, autism (ASD) consultant and a speech and language pathologist. The psychologist, spiritual and community animator, speech and language pathologist and special education consultant come to the school one day a week. The other Student Services team members are available upon request. In addition, services to our school community are offered by the local Centres Intégrés Universitaire de Santé et de Services Sociaux (CIUSSS) including a nurse and a social worker for one day per week and on an ad-hoc basis. The social work liaison is also on call for consultation and referral.

The school team also cooperates with the various community organisations to support families such as Sun Youth, Native Montreal and others. Through the use of MEQ grants, we hire a youth counselor from Sun Youth Organisation who is at school four days a week, to support students and staff by offering onsite access to specialized bullying prevention and interventions.

Parental Involvement

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) is composed of parents who volunteer their time to foster a positive school life by organising special events for the children, fundraisers and also family celebrations. Bancroft's PPO committee continues to organize new events and create opportunities for parental involvement in school life as it is our strong belief that parental participation in children's education creates a positive partnership and a supportive learning environment.

School life

We offer enriching academic activities with community partners such as Artist at School, cultural and sportive field trips. We also provide yearly Study Skills training sessions to our grade 3-5 students as well as the Transition to High School program to our grade 6 students. To complement each of these academic series of workshops, we offer informational sessions to the parents.



There is a variety of digital equipment available for teaching (interactive white boards, laptops, iPads, Chromebook, robotics, 3D printer) and our staff continue to explore new methods of teaching using these tools. 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 also registers the different grade levels in the National CBC Music Competition for which Bancroft students won many top-ranking awards.

As extra curricular activities, teachers offer for free, many lunchtime clubs and activities throughout the school year. Our students also get the chance to participate in many activities in collaboration with GMAA, focusing on sports and physical wellness. There is soccer, flag football, basketball, track and field, and running programs to train for the Halo Race. In addition, our PPO provides after school activities in sports, science and the arts. Students can enroll in afterschool activities such as: dance(hip-hop/ballet), soccer, basketball, sewing chess, ping pong and multisport. Parents interested in registering their child pay a small fee that has been on average between 40\$ and 50 \$ per semester (places are limited).

The school also holds activities for students and their families. Listed here are only a few, as from year to year new activities are organised by teachers and/or Parents Participation Organization Committee: Welcome to Kindergarten, Back to School Fun Day, Science Fair, Halloween family evening, holiday concert featuring instrumental numbers, field/sport day, talent show, book fairs, storytelling festival, multicultural, black history, graduation ceremony. Additionally, the Governing Board is in the process of putting in place the “Parent Petit Cafe” sessions, where parents are invited to come discuss and learn about school life at Bancroft and in Quebec. The project started in 2023 and we are still looking into more opportunities to service the needs and interests of our parent community.

MISSION AND VALUES

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.

We believe 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 EDUCATIONAL PROJECT CONSULTATION

In the autumn of 2023, at the school's General Assembly, parents and staff were informed of the consultation process through a survey that was to be sent and of the subsequent round-table discussion that would be organised to further discuss and interpret the results. Everyone was invited to take part in the consultation. The groups consulted in the development of the educational project includes teachers, support staff members, parents at large, students, Governing Board and PPO committee (Parent Participation Organization).

Teachers and staff members were consulted via a survey and staff meeting discussions. The students were consulted via the Our School Survey (online). Parents were all invited to take part in an online survey where the list of questions provided was established by the school's Governing Board. In the survey parents were asked to provide feedback, concerns and wishes of improvements. The online survey was emailed to all parents. Following its completion, the data was gathered by the educational project committee and results were presented at the Table Ronde evening where all parents were invited to come discuss the survey results. During that evening, key elements were brought forward to further discuss with parents and staff members present possible strategies for improvement.

Furthermore, during staff meetings held on pedagogical days common themes and priorities were presented, and staff were encouraged to provide solutions aimed at meeting the challenges identified in the survey. Additionally, the entire teaching staff worked on the elaboration of the strategies presented below to help attain each objective. It is to be noted that certain concerns or requests of improvements were more of housekeeping matter which, although not included in the educational project, were duly noted by the school principal and Governing Board chair. These concerns will be addressed in the ongoing school life improvements.

Results from the data obtained at end of cycle exams as well as surveys answers identified concerns and needs of the students, namely the challenges tied to their academic success, and the feedback from the community regarding the academic and emotional support of students as well as the school climate. Among the successes identified was the noticeable care of teachers for student's progress and well being that was a highlight. Among the areas of improvements identified was inconsistency in communication. The survey also showed that certain parents would like for the school to organise more opportunities for parents to connect together.



All results tabulated and strategies elaborated were collated by the educational project team in collaboration with EMSB educational consultants. Bancroft's educational project gives the portrait of strengths & weaknesses as well as prioritizing objectives of improvement that are aligned with the EMSB Commitment to Success plan.

ACADEMIC OBJECTIVES

The academic section of the educational project is aligned to the school board's Commitment to Success Plan. While the EMSB acknowledges the significance and contributions of all subjects and grades in shaping student development, the primary focus for reporting is on the core subjects at the end of Cycle 3. The end of cycle 3 serves as an indicator of progress for students as they prepare to enter secondary school.

END OF CYCLE 3 MATHEMATICS

EMSB's Objective:

To increase the proportion at the end of cycle 3 students demonstrating proficiency (70% to 100%) on the uniform exam (C1) from 61.5% in 2023 to 69% by 2027.

**Table 1: Percentage of End of Cycle 3 Students
Demonstrating Proficiency on the Uniform Exam (C1)**

	2019	2022	2023
Bancroft	62%	57%	74%
EMSB	68%	55%	68%

Source: Lumix, GPI, 2023

Interpretation:

Table 1 shows that the proficiency rate in competency one in mathematics was fairly steady in 2019 and 2022, but significantly increased in 2023. We have been above the EMSB proficiency rate the past two years.

Objective: To maintain the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam at or above 74% through 2027.



END OF CYCLE 3 ENGLISH LANGUAGE ARTS

EMSB's Objectives:

To maintain the success rate of elementary students at the end of cycle 3 English Reading component of the June examination above the 90% range through 2027.

To maintain the success rate of elementary students on the end of cycle 3 English Writing component of the June examination above the 90% range through 2027.

Table 2: Bancroft AND EMSB Success Rates on the End of Cycle 3 English Language Arts June Examination by Component (%)

	2019	2022	2023
School Reading Component	67%	100%	83%
School Writing Component	97%	100%	86%
EMSB Reading Component	93%	87%	92%
EMSB Writing Component	96%	95%	93%

Source:

Interpretation:

Reading Component

Table 2 shows that the success rate in the reading competency increased from 2019 to 2022. The rate dropped in 2023, but still remained above 80%.

Writing Component

Table 2 shows that the success rate in writing has been fairly steady in 2019 and 2022, with a decrease in 2023. We have maintained a success rate aligned with the EMSB.

Objective:

Reading Component

To increase the success rate of elementary students at the end of Cycle 3 English Reading component of the June examination from 83% in 2023 to at least 90% by 2027.

Writing Component

Objective: To increase the success rate of elementary students at the end of Cycle 3 English Writing component of the June examination from 86% in 2023 to at least 90% by 2027.



END OF CYCLE 3 FRENCH SECOND LANGUAGE:

EMSB's Objectives:

To maintain the success rate of elementary students at the end of cycle 3 French Second Language, reading component of the June examination at 90.0% through 2027.

To maintain the success rate of elementary students on the end of Cycle 3 French Second Language, writing component of the June examination at or above 90.0% through 2027.

Table 3: Bancroft AND EMSB Success Rates on the End of Cycle 3 French Second Language June Examination by Component (%)

	2019	2022	2023
School Reading Component	89%	NA	100%
School Writing Component	100%	NA	100%
EMSB Reading Component	87%	NA	83%
EMSB Writing Component	91%	NA	87%

Source: Lumix GPI, 2023

**Please note: there is no data available for 2022.*

Interpretation:

Table 3 shows that we have consistently maintained a high success rate in both French reading and writing. It is to be noted that our success rate in French reading significantly increased from pre-pandemic results to 2023.

Objective: To maintain the success rate of elementary students at the end of Cycle 3 French Reading component of the June examination above 95% through 2027.

Objective: To maintain the success rate of elementary students at the end of Cycle 3 French Writing component of the June examination above 95% through 2027.



SCHOOL CLIMATE

EMSB's Objectives:

To decrease the rate of elementary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 31% in 2023 to 25% in 2027.

To increase the rate of elementary students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 59% in 2023 to 65% in 2027.

To decrease the rate of elementary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 31% in 2023 to 22% in 2027.

Table 4: Bancroft Student Perceptions of Selected School Climate Factors (%)

Factor	Bancroft		EMSB		Canadian Norm (2022)
	2018	2023	2019	2022	
Bullying and Victimization	56%	33%	28%	31%	29%
School Safety	50%	70%	60%	59%	61%
Anxiety	17%	18%	22%	31%	30%

Source: OURSCHOOL Survey (The Learning Bar), 2022-2023

Interpretation: The OURSCHOOL Survey is a tool that allows students to convey their perceptions of school life. Grade 4-5-6 students take the survey annually; it is anonymous and covers a variety of topics including bullying, school safety, the students' sense of belonging, student anxiety and student-teacher relationships. The survey is one of many tools that schools use to implement the Ministry's policy on bullying and intimidation (Safe School Action Plan). It should be noted that students are asked what they perceived in the last 30 days preceding the survey.

It is worth noting that the Board's Commitment to the Success Plan will continue to report on the overall student perceptions of school safety, whereas schools will report on perceptions of school safety during the day. The percentages in the table concerning this factor include student feelings of safety on the way to school and home. This allows schools to give more context to their contribution to this factor.

Table 4 shows that the perception of our students who felt victimized in bullying situations at school or to and from school was at about 33% in 2023. The perception at the Board level was about 31% in 2022 and lower than that of our school. For Bancroft 2023 shows a noticeable decrease in students feeling victimized.

Table 4 also shows that the perception of school safety at the Board was at about 59% in 2022. The perception of school safety was significantly higher at our school, at 70% in 2023. In addition, in the 2023 survey the students reported a high rate of advocacy at school and positive teacher-student relationships. Students also reported that adults stepped in quickly to mitigate and regulate problems.

Table 4 shows the anxiety level of students was at 31% at the Board level in 2022. The anxiety level at our school was significantly lower at 18% in 2023.

Bancroft School Objectives:

To decrease the rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL SURVEY from a baseline of 33% in 2023 to 15% by 2027.

To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL Survey from a baseline of 70% in 2023 to 90% by 2027.



To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey from a baseline of 18% in 2023 to 14% by 2027.

PRESCHOOL PROGRAM

Connecting with parents of preschoolers is crucial for preschools to establish positive ties with the community. By building relationships, sharing information, and addressing common concerns, preschools contribute to creating a supportive and engaging community for both children and families. Reaching out to parents not only builds trust but also strengthens the sense of partnership and collaboration with families. This partnership goes beyond the child's early education, creating a lasting and meaningful connection.

The MEQ has created a document titled *the Guide to Support the Parent Component: Preschool Education for 4-Year-Olds* (August 2021). This guide offers suggestions for schools to facilitate a minimum of 10 meetings over the academic year for parents of 4-year-old preschoolers. The guide recognizes that families care about their children's well-being and success and that part of doing their best to support their children's development is to be collaborative partners with the school and the school team.

Bancroft will continue hosting events such as: Welcome to Kindergarten and Kinderfest, parent/teacher orientation evening, workshops for parents, students' concerts, Halloween family night, to develop a relationship between the parents of preschool students and the school. Going forward Bancroft will add programs and events such as junior study skills, parent information sessions and workshops on topic of interest raised during consultation, project presentations. i.e. students sharing their school projects as well as PPO events to further deepen the connection between the school and the families. (Parent Petit Cafe)

DIGITAL COMPETENCY

In 2018, the MEQ launched its Digital Action Plan which was its blueprint for the integration of digital technology and associated innovative pedagogical practices into the education sector. In 2019, the MEQ published its Digital Competency Framework with 12 dimensions, which was derived from the Digital Action Plan.

The ICT-RÉCIT team has been working with schools to train TIF teachers and integrate technology with students that develops their competency through the 12 dimensions. Schools will report anecdotally on how the competency is being developed and the number of PD events that staff attend. Staff attended PD sessions offered by the school board's ICT team as well as sessions at conferences such as LCEEQ and QPAT. These sessions will answer PD needs as requested by the staff.

Additionally, Bancroft is taking part in a pilot project where working close collaboration with EMSB educational Digital Competency Consultant, Caroline Dupuis, is working with the staff to gather data on their level of comfort with each of the digital competencies. Bancroft teachers were invited to breakout sessions to discuss and brainstorm how each digital competency is experienced in the



classroom setting. Sample activities were also explored and shared to target these competencies, together with the consultant we will continue to elaborate a plan for professional development.

APPENDIX: OBJECTIVES AT A GLANCE

EMSB Objective	Bancroft Objective	Specific Initiatives Towards Improvement
<p>Mathematics (C1)</p> <p>To increase the proportion at the end of cycle 3 students demonstrating proficiency (70% to 100%) on the uniform exam (C1) from 61.5% in 2023 to 69% by 2027.</p>	<p>Mathematics (C1)</p> <p>To maintain the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam at or above 74% through 2027.</p>	<p>Mathematics (C1)</p> <ul style="list-style-type: none"> ● Based on the identified areas of concern, from exam item analysis data (e.g. fractions, mental computation, decimals), teachers will apply appropriate classroom teaching strategies and evaluation feedback to students. ● Regular remediation and benchmarking will be provided for students on IEP ● Teachers make use of the consultants’ resources for teaching and evaluating situational problems
<p>English Language Arts</p> <p>To maintain the success rate of elementary students at the end of cycle 3 English Reading component of the June examination above the 90% range through 2027.</p> <p>To maintain the success rate of elementary students on the end of cycle 3 English Writing component of the June examination above the</p>	<p>English Language Arts</p> <p>Reading Component</p> <p>To increase the success rate of elementary students at the end of Cycle 3 English Reading component of the June examination from 83% % in 2023 to at least 90 % by 2027.</p> <p>Writing Component</p> <p>Objective: To increase the success rate of elementary students at the end of Cycle 3 English Writing component of the June examination from 86% in 2023 to at least 90% by 2027.</p>	<p>English Language Arts</p> <ul style="list-style-type: none"> ● Teachers will create activities in which students connect to self, community and the world using Response to Text format. ● Lunchtime reading club and remediation sessions. ● Teachers will implement strategies on identified areas of concerns as a result of the exam item analysis data ● Specific instruction of Math vocabulary ● Explicit teaching of Inferencing ● Explicit teaching of finding main ideas in text ● Building upon a foundational base of phonetic awareness in Cycle 1 ● Teachers will focus on students writing simple and complex sentences. ● Teacher reading aloud texts that model good writing and that demonstrate fluency, rhythm, and structural patterns in language; ● Using graphic organizers to help students organize their thoughts in prewriting;



<p>90% range through 2027.</p>		<ul style="list-style-type: none"> ● Modelling good writing practices
<p>French Second Language</p> <p>To maintain the success rate of elementary students at the end of cycle 3 French Second Language, reading component of the June examination at 90.0% through 2027.</p> <p>To maintain the success rate of elementary students on the end of Cycle 3 French Second Language, writing component of the June examination at or above 90.0% through 2027.</p>	<p>French Second Language</p> <p>To maintain the success rate of elementary students at the end of Cycle 3 French Reading component of the June examination above 95% through 2027.</p> <p>To maintain the success rate of elementary students at the end of Cycle 3 French Writing component of the June examination above 95% through 2027.</p>	<p>French Second Language</p> <ul style="list-style-type: none"> ● Teachers will implement explicit strategies on teaching of vocabulary and inferencing ● Assess reading levels for cycle 1 and 2 students. Make reading levels available for all the teachers. (Benchmark) ● A visual dictionary will be provided to out of province and all other struggling French second language learners. This will include subject specific vocabulary words per cycle. ● Improving oral storytelling skills in cycle 2 and cycle 3
<p>Positive School Climate</p> <p>To decrease the rate of elementary students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 31% in 2023 to 25% in 2027.</p> <p>To increase the rate of elementary students' feeling safe at school, as reported by the</p>	<p>Positive School Climate</p> <p>To decrease the rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey from a baseline of 33% in 2023 to 20% by 2027.</p> <p>To increase the rate of elementary students who report feeling safe attending school on the</p>	<p>Positive School Climate</p> <ul style="list-style-type: none"> ● Using a clear and consistent definition of bullying ● Maintaining an inclusive environment where every student recognizes themselves as an important member of the school community and consistently provide encouragement to students and provide advocates to whom the children can turn to for advice to stand-up to bullying and/or report incidences of bullying ● Maintain a positive school climate where students understand the rules and expectations for classroom and school behaviour encouraging positive social interactions. ● Through active supervision and connection with students' school staff are able to recognize different forms of bullying and intervene when they observe a student being bullied. ● Clear consequences for bullying that are outlined in school agenda and consistently enforced by the school team,



<p>students, on the OURSCHOOL Survey from 59% in 2023 to 65% in 2027.</p> <p>Positive School Climate Continuation To decrease the rate of elementary students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 31% in 2023 to 22% in 2027.</p>	<p>OURSCHOOL Survey from a baseline of 70% in 2023 to 90% by 2027.</p> <p>Positive School Climate Continuation To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey from a baseline of 18% in 2023 to 14% by 2027</p>	<p>including administration keeping close communication with parents.</p> <ul style="list-style-type: none"> Equip students with appropriate strategies to deal with bullying and exclusion by having our conflict resolution team (behavior technicians, teachers, CCWs, administration) provide learning opportunities in each classroom throughout the year. <p>Positive School Climate continuation</p> <ul style="list-style-type: none"> Proactive strategies in our lessons to promote empathy and kindness Diversity training and accepting personal differences for example; motivational speaker, workshop, etc. Organized recess stations, areas, and team games, creating a safe environment for play and positive social interactions. Regular meetings for support staff at the school – behaviour technicians, student attendants, Sun Youth Coordinator. Professionals from the CIUSSS-Social workers, Health professionals to establish a prevention plan Offering concerned students consistent check-ins throughout the day with the behavior technician for social stories, modeling assertiveness and/or conflict resolution Involving parent presence in school during school-wide activities (Welcome Back BBQ, Kindergarten meet and greet, carnival, pizza days, science fair, class projects)
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