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English-Montréal  
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School Board

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# EDUCATIONAL PROJECT



# DUNRAE GARDENS ELEMENTARY SCHOOL

2019-2022

# Table of Contents

1. Goal of the Educational Project.....	3
2. Legal and Regulatory Framework .....	3
3. Groups that Collaborated in the Development of the Project.....	4
4. Groups Consulted in the Development of the Project.....	4
5. School Profile.....	5
6. Our Mission.....	8
7. Our Values.....	8
8. Alignment to the EMSB’s Commitment-to-Success Plan.....	9
9. Orientations, Objectives, Indicators and Targets of the School and the EMSB.....	10
10. Implementation and Monitoring of the Project.....	22
11. Signatories.....	22
12. Resolution of the Governing Board Adoption of Educational Project.....	23
13. APPENDIX 1 : Strategies for Implementation of School Objectives.....	24

## 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-centered goals and objectives. The Educational Project describes what the school intends to do to ensure the educational success and well-being of all its students and the efforts that will be necessary to achieve it.

## The Legal Framework

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

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

The 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

Dunrae Gardens School is a French Immersion Elementary School located in the heart of Town of Mount Royal, offering an early French Immersion program that spans from Kindergarten to Grade 6. Built in 1949, expanded in 1956 and again in 2006, Dunrae Gardens School is home to 47 talented staff members that serve 345 students.

Prior to 1975, it served as an English elementary school to a student population residing mainly in the Town of Mount Royal. Since 1975, Dunrae Gardens has been offering an exclusively Early French Immersion Program. The course of study follows the prescribed Ministry of Education curriculum and is based on the French Immersion model developed by the Protestant School Board of Greater Montreal and in use since 1998 by the English Montreal School Board (EMSB). Students in the French Immersion program complete 100% of their course work in French in Kindergarten. In cycle 1, all subjects are taught in French with the exception of the Ethics and Religious Culture course which is taught in English once a week for 60 minutes. In Cycles 2 and 3, students study 59% in French and 41% in English. Table 1.A outlines the language of instruction of each subject per cycle, in greater detail. Dunrae Gardens School proudly adopted the STEAM mindset in 2018. This hands-on, cross-curricular approach to learning allows students to think critically about real world problems and to find solutions, using design principles and processes in the areas of Science, Technology, Engineering, Art and Math. In addition, our school offers the MEES language heritage courses in Greek, Italian and Spanish during the lunch hour.

Approximately 11% of our student population follows an Individualized Education Plan (I.E.P). Eighteen students are coded and six are waiting to be assessed. These numbers do not include our newly arrived students nor our students born outside the province of Quebec. 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 international population. The acquisition of language, especially with our international population, varies from cycle to cycle. A tutoring program is currently in place to assist our international students to develop the French language skills required to adapt to the Quebec education program.

Dunrae Gardens is presently attended by a diverse student population. As a result, it offers an environment conducive to enhanced social interaction and cultural awareness. Today, Dunrae Gardens' territory serves a student population residing in the Town of Mount Royal, Outremont, Park Extension and adjacent municipalities. To continue serving our existing population, 4 new classrooms were added in 2006-2007. Nine school buses provide transportation services to our students and approximately 140 students make use of the daycare services throughout the day. Dunrae Gardens is a culturally rich school as 29% of our students speak a language other than English at home (see Table 1.B). The student population at Dunrae Gardens is made up of children who come from diverse socio-economic and educational backgrounds. We have a mixture of nuclear, single parent, and reconstituted families.

The school staff is comprised of one principal, twenty one teachers, two attendants, one special education technician, eight daycare staff, two secretaries, two caretakers and ten lunch monitors. There is a full-time bilingual resource teacher who provides additional support for children with learning difficulties within the

regular classroom setting and in the resource room, when more one on one support is required. In addition to the attendants and the special education technician, the complementary service team from the Board includes a psychologist, a spiritual and community animator, an occupational therapist and a speech and language pathologist. They each come to 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 a caring community. Some services are offered by the local Centres Intégrés de Santé et de Services Sociaux (CISSS) including a nurse for one day a week, twice a month. A social work liaison is on call for consultation and referrals.

Parental involvement is seen as important. Relations between teachers, parents and students are supportive and collaborative. The members of the Governing Board have undertaken numerous projects to support school improvement, namely the schoolyard beautification plan involving the installation of a perimeter fence around the schoolyard and the enhancement of our soccer field. The Parent Participation Organization (PPO) assists with the implementation and periodic evaluation of our educational project and works collaboratively with the school personnel to foster our students' success. Our school also offers an extra-curricular activities program organized by the Dunrae Gardens Family Association. Our extra-curricular activities program promotes student engagement by attending to their interests in science and technology, music, physical fitness, visual arts, and skills and hobbies. Some of the activities include: animal invasion, chess, kid chef, multimedia art, piano, ukulele, soccer, basketball, karate, and ballet. The parents of the Dunrae Gardens Family Association are also very implicated in daily school life and support school wide community events such as our Holiday Pancake Breakfast, Intergenerational Luncheon, Bingo Night and Fun Fair.

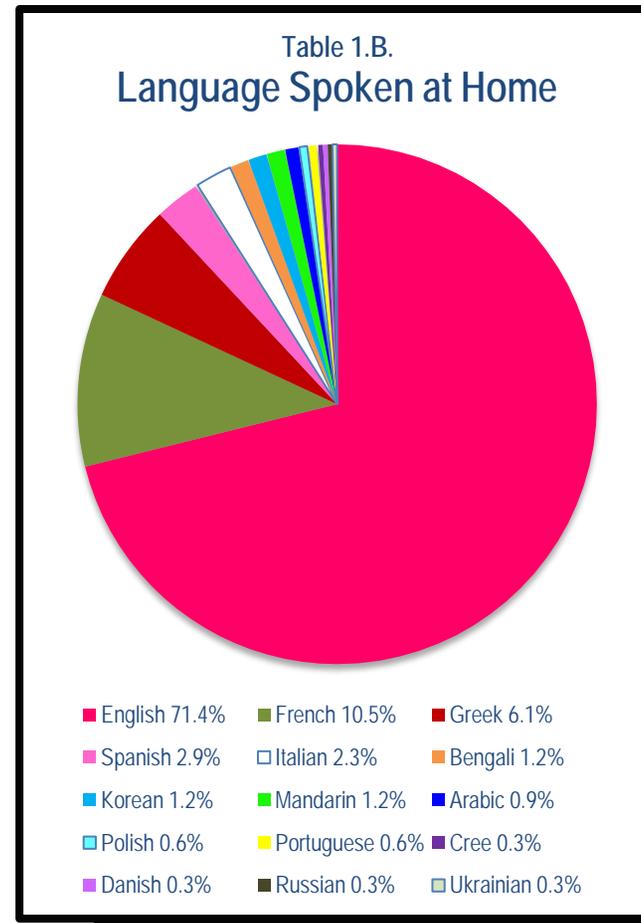
The OURSCHOOL Survey is administered once a year and provides feedback to administration about student perceptions of their daily lives. Within the last year, we have learned that our rate of perceived victimization (bullying) has decreased considerably among all students (6%) since our baseline year in 2015. While most students report that they feel safe at school and a sense of belonging to the Dunrae Gardens community, we continue in our efforts to increase children's sense of safety on an annual basis.

Dunrae Gardens School's Management and Educational Success Agreement (MESA) contained 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 academic year, Dunrae Gardens' achievements are:

- Students' results on the *End of Cycle 3 June Mathematics exam* (C2: Mathematical Reasoning Component) increased from 75.4% in 2015 to 86.2% in 2018.
- Students' results on the *French Reading Component* increased from 75.4% in 2015 to 98.3% in 2018. On the *Writing Component*, results increased from 83.1% in 2015 to 98.3% in 2018.
- On the *English Language Arts June MEES Exam*, the results on the *Reading Component* increased from 87.5% in 2015 to 94.8% in 2018. The results on the *Writing Component* increased from 87.7% in 2015 to 98.2% in 2018.
- With respect to student perceptions concerning victimization resulting from bullying and feeling safe at school, our 2018 results indicated that 19% of our students felt they were victims of bullying, depicting a significant decrease of 6% from our baseline year in 2015.

Table 1.A.	
Kindergarten	100% French
Cycle 1 (Grade 1 & 2)	<p>96% French; 4% English</p> <p><b>French Subjects:</b></p> <ul style="list-style-type: none"> <li>● Français</li> <li>● Mathématiques</li> <li>● Musique</li> <li>● Éducation Physique</li> <li>● Arts</li> </ul> <p><b>English Subjects:</b></p> <ul style="list-style-type: none"> <li>● Ethics &amp; Religious Cultures</li> </ul>
Cycle 2 (Grade 3 & 4)	<p>59% French; 41% English</p> <p><b>French Subjects:</b></p> <ul style="list-style-type: none"> <li>● Français</li> <li>● Univers social</li> <li>● Sciences</li> <li>● Éthique et culture religieuse</li> <li>● Musique</li> </ul> <p><b>English Subjects:</b></p> <ul style="list-style-type: none"> <li>● Éducation physique</li> <li>● Arts</li> </ul>
Cycle 3 (Grade 5 & 6)	<p>59% French; 41% English</p> <p><b>French Subjects:</b></p> <ul style="list-style-type: none"> <li>● Français</li> <li>● Univers social</li> <li>● Sciences</li> <li>● Éthique et culture religieuse</li> <li>● Musique</li> </ul> <p><b>English Subjects:</b></p> <ul style="list-style-type: none"> <li>● English Language Arts</li> <li>● Mathematics</li> </ul>



## Our Mission

Our school's mission is to prepare our students for life-long learning in a safe, secure and healthy environment by nurturing the all-around development of each child, while acquiring the competencies to become successful bilingual citizens in society.

## Our Values

Dunrae Gardens is dedicated to providing the opportunity for all students to reach their highest potential by:

- Preparing them for higher learning
- Nurturing academic skills in the areas of math and literacy in both French and English
- Encouraging them to become caring, responsible and self-confident individuals
- Enabling their experience and appreciation of various cultural traditions and differences
- Guiding them to become health conscious individuals in a violence free environment

In our mission statement, we affirm that we are committed to preparing our children for lifelong learning and to nurturing their all-around development so that they become successful bilingual citizens in society.

We accept our responsibility to provide children with a challenging and motivating curriculum so that by the end of cycle 3, all students have developed their literacy skills in both English and French and have in their possession the many mathematical and technological skills that will permit them to achieve success in today's technologically advanced world.

We also take responsibility in:

- Overseeing that every child learns to celebrate cultural diversity. This will enhance his/her self-identity and allow for the enrichment of cultural acceptance of others' way of life
- Developing and implementing programs, which will foster a greater sense of pride, ownership and respect for their physical environment.
- Promoting wellness and leadership in the child through various projects, intramural sports and outings.
- Promoting programs such as anti-bullying in order to increase respect and fair play among students.
- Continuing programs to create social awareness among students (i.e. poverty, discrimination and equality) in order to foster socio-emotional well-being
- Continuing with workshops to teach students in cycle 3 about internet safety.
- Promoting cleanliness in the school environment in order to respect the physical environment.

Finally, we believe that all partners are important in a child's development. We recognize that parents play a significant role in their children's growth and overall level of academic success. It is with this philosophy in mind that communication with parents and parental involvement within the school community is essential.

## The Consultation

At Dunrae Gardens we welcome the consultation process, as it allows for different voices in our community a chance to be heard. Multiple perspectives converge to create a big picture where common themes emerge. In the process of developing our educational project, we consulted our parent community at large, as well as the school staff. On January 15, 2019 parents were invited to participate in a focus group discussion. In groups of 5, parents responded to a set of questions, brainstormed as a group and added to each other's statements. The school staff was also surveyed. Their responses were then collated and presented at a separate staff meeting. In small groups, solutions and strategies were brainstormed. During both consultations, the theme that emerged most predominantly was the need to increase physical activity within the school day. This truly resonated within our school community and a decision was taken to actively implement the MEES initiative of 60 minutes of physical activity per day for all students in 2019.

In addition to the above, the consultation teams discussed topics regarding student success, curriculum, community involvement and safety. When asked about student success and what it means to them, parents emphasized that they wanted their children to be happy, confident, well-rounded individuals. They expressed that their children worried too much about their grades and not about the process leading to the achievement of good grades. Our parents believe that equipping students with the proper study habits can empower them and allow them to develop a sense of responsibility toward their learning. Additionally, our parents feel that strengthening community ties through field trips and community service could also contribute to our students' emotional and social growth.

While discussing their feelings about the school's program of study, our parents brought up some important themes. They felt that their children would benefit from learning more about their body and health and having more opportunities to be physically active throughout the day. They also deemed it beneficial to embed movement in the classroom through learning centres. Another prominent theme that emerged during our discussions with the parent community involved increasing the amount of French instruction in our school. Many parents were open to the idea of a Français Plus Program, which would immerse our students in the French language from Kindergarten to Grade 4 inclusively. Finally, educating our students about climate change and sustainability issues were also considered important.

Overall, the consensus was that Dunrae Gardens offers a welcoming, safe and caring environment for their children. Parents articulated that their children feel at ease to discuss any issue with all members of the staff. They believe the staff and the administration are vigilant in their supervision and emphasized their appreciation of the schoolyard fence that was installed recently.

## 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*.

**EMS B 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	Dunrae Gardens Elementary Success Rate of EOC3 Mathematical Reasoning (C2)	EMS B Success Rate on EOC3 Mathematical Reasoning (C2)
2015	75.4	64.0
2016	66.0	65.2
2017	87.5	74.3
2018	86.2	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 dropped by 9.4% from 2015 to 2016, and then increased drastically from 2016 to 2017 by 21.5%. The success rate remained more or less stable from 2017 to 2018 with a minor fluctuation of 1.3%. The results mirror those of the Board from 2015 to 2018 in that there was an increase in student success rates. In addition, it is important to note that Dunrae Gardens students outperformed the Board by 15.8% in 2018.

In establishing our baselines, we chose to take an average of the last four years. The baseline for the last four years is **78.8%**

**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 78.8% in 2019 to 88% 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 (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, the Writing Component on the June board-wide End-of-Cycle uniform Examinations.

**Table 2: Dunrae Gardens School and EMSB Success Rates in End-of-Cycle 3 English Language Arts Reading Component of the June MEES Examination (%)**

	2016-2017	Gap	2017-2018	Gap
Dunrae Gardens Elementary (Boys)	85.2	14.8	93.8	2.4
Dunrae Gardens Elementary (Girls)	100		96.2	
EMSB (Boys)	83.4	10.3	83.5	11.3
EMSB (Girls)	93.7		94.8	

*EMSB 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 **14.8%** in 2016-2017 to **2.4%** 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 significantly lower than that of the school board. As a school, we will continue to establish strategies to help increase the success rate of boys while maintaining or increasing the success rate of girls, in an effort to develop equity among gender groups. Seeing as there are only two years of data available, the possibility exists that either result could be an anomaly. Further data will allow us to gain a better understanding of the situation. As such, the baseline will be calculated using an average of the last two years. The established baseline is 8.6%.

**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 8.6 % in 2019 to about 5% by 2022.

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

FRI610 ( Immersion)	2016-2017	Gap	2017-2018	Gap
DUNRAE GARDENS ELEMENTARY (Boys)	100	0	96.9	3.1
DUNRAE GARDENS ELEMENTARY (Girls)	100		100	
EMSB Bilingual (Boys)	96.7	1.9	93.0	6.1
EMSB Bilingual (Girls)	98.6		99.1	

*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 0% in 2016-2017 to 3.1% in 2017-2018. The gap at the school level mirrors that of the Board in that it increased in the last two years. While the school's gap in 2018 is lower than that of the Board by 3.0%, we will continue to put in place strategies to reduce the gap between boys and girls.

We have chosen to maintain the existing parity (3.1%) between boys and girls as a baseline.

**School Objective 2.1: To maintain the existing parity of 3% 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.

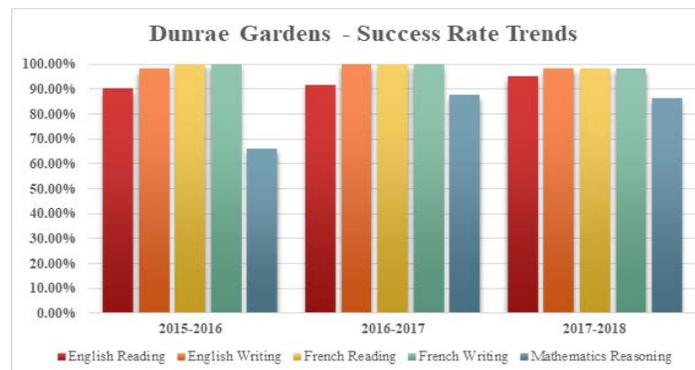
**Objective 4.1:** To maintain the success rate of students on the End-of-Cycle 3 English Writing component of the June MEES examinations above the 90% range through 2022.

##### **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.

Please label graph: Success Rate Trends in Core Subjects



English Language Arts

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

Year	Reading Component		Writing Component	
	Dunrae Gardens	EMSB	Dunrae Gardens	EMSB
2015-2016	90.0%	92.4%	98.0%	97.5%
2016-2017	91.7%	88.4%	100%	94.5%
2017-2018	94.8%	89.1%	98.2%	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 Dunrae Gardens Elementary increased from **90.0%** in 2016 to **94.8%** in 2018. Dunrae Gardens' success rate in the Writing Component remained relatively stable from 2016-2018. The results for the reading and writing components mirror those of the Board, however, Dunrae Gardens outperformed the Board by at least 3 % in 2017 & 2018 for both components. Although our success rates are significantly high, the school will make every effort and make use of a variety of teaching strategies in order to increase the success rate above **90%** for the Reading Component from 92.2% in 2019 to 95% in 2022. We will maintain the success rate above **95%** for the Writing Component.

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

Year	Reading Component		Writing Component	
	Dunrae Gardens	EMSB	Dunrae Gardens	EMSB
2016-2017	74.8%	71.2	77.1%	74.2
2017-2018	74.0%	72.9	77.8%	73.8

Source: EMSB Local Data 2018

As a result of the very high success rate in Reading and Writing, the school has undertaken to improve the proficiency level of students. Table 5 shows the average mark on the Reading and Writing Component. The results of the school remain more or less consistent from year to year and mirror the results of the Board. To calculate the baseline, an average of the last two years will be used. It is noteworthy to mention that Dunrae Gardens outperformed the Board in both competencies in 2017 and 2018. **The baseline for the Reading component is 74.4%. The baseline for the Writing Component is 77.5%.**

Objective 4: To increase the *success rate* of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations from 92.2% in 2019 to 95.0% 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 95% through 2022.

Objective 4.0.a: To increase the *average mark* of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations from a baseline of 74.4% in 2019 to 76.0% in 2022.

Objective 4.1.a: To increase the *average mark* of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations from a baseline of 77.5% in 2019 to 79.0% in 2022.

French Second Language (French Immersion Program)

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

Year	Reading Component		Writing Component	
	Dunrae Gardens	EMS Immersion	Dunrae Gardens	EMS Immersion
2014-2015	80.0%	84.7%	84.6%	92.5%
2015-2016	100%	88.2%	100%	98.9%
2016-2017	100%	94.5%	100%	97.6%
2017-2018	98.3%	95.1%	98.3%	96.0%

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 **80%** in 2015 to **100%** in 2016, depicting a significant increase of 20%. For the Writing Component, the results increased from **84.6%** in 2015 to **100%** in 2016, also depicting a significant increase of 15.4%. The significant increase in 2016-2017 in the Reading Component may be a result of the exam format changing to include audio and visual texts in addition to written texts. Additionally, the success rates for the Writing Component for Dunrae Gardens demonstrate that our students outperformed the Board by at least 2% between 2016 and 2018. Considering our success rates are significantly high, the school will make every effort and make use of a variety of teaching strategies in order to maintain a success rate above **95%** for the French Reading Component and maintain the success rate above **95%** for the French Writing Component.

Table 7: Dunrae Gardens Elementary Average Grades in End-of-Cycle 3 French Second Language Board-wide Uniform Examination (%)

Year	Reading Component		Writing Component	
	Dunrae Gardens	EMS Immersion	Dunrae Gardens	EMS Immersion
2016-2017	87.3	83.8	89.9	83.5
2017-2018	87.0	85.1	81.7	82.4

Source: EMSB Local Data 2018

As a result of the very high success rate in French Reading and Writing, the school has undertaken to improve the proficiency level of students. Table 7 shows the average mark on the French Reading and Writing Component. The average grades for Dunrae Gardens remain above 80% from 2017 to 2018 in both areas. These results mirror the results of the Board. It is noteworthy to mention that Dunrae Gardens outperformed the Board in both competencies in 2017 and 2018.

In order to establish the baseline for the average grades on the French End-of-Cycle 3 exam, an average of the last two years was calculated. The average for the reading component is 87.2% and the average for the writing component is 85.8%. We decided to maintain the average grade above 85% for both French reading and writing.

Objective 4.3: To increase the success rate of students on the End-of-Cycle 3 French Second Language (Immersion) Reading Component of the June MEES examinations above 95% through 2022.

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

Objective 4.3.a: To maintain the average mark of students on the End-of-Cycle 3 French Second Language (Immersion) Reading Component of the June MEES examinations above 85% through 2022.

Objective 4.4.a: To maintain the average mark of students on the End-of-Cycle 3 French Second Language (Immersion) Writing Component of the June MEES examinations above 85% 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 8: EMSB Elementary Student’s Perception of Bullying, Perception of School Safety and Sense of Anxiety (%)**

Year	Dunrae Gardens Bullying*	EMSB Bullying	Dunrae Gardens School Safety**	EMSB School Safety	Dunrae Gardens Anxiety***	EMSB Anxiety
2015-2016	19	24	73	67	16	18
2016-2017	19	24	74	65	12	18
2017-2018	19	23	73	65	14	18

Source: Our School Survey (The Learning Bar), 2018

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

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

\*\*\* Students with moderate or high level of anxiety

Table 8 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 by about 5%.

Table 8 also shows that the perception of school safety is relatively stable at the Board at about 65%. The perception of school safety at Dunrae is relatively stable at 73%.

Table 8 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 by at least 2% and fluctuated by 4% to 2% from year to year.

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

The baseline for bullying is 19%. The baseline for School Safety is 73%. The baseline for Anxiety Levels is 14%.

**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 19% in 2019 to 17% 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 2019 to 75% 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 14% in 2019 to 12% 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.

Objective 6.1: To implement the MEES initiative of 60 minutes of physical activity per day for all students in 2019-2020.

## 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

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GOVERNING BOARD CHAIRPERSON

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PRINCIPAL

ON BEHALF OF THE SCHOOL BOARD

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DIRECTOR GENERAL

**GOVERNING BOARD RESOLUTION**

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**DUNRAE GARDENS ELEMENTARY 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 78.8% in 2019 to 85% 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 78.8% in 2019 to 84% by 2022.	<ul style="list-style-type: none"> <li>● Analysis and reflection on mid &amp; year-end data to inform progress for the following year</li> <li>● In Mathematical Reasoning, teachers will put extra emphasis on identified areas of concern: fractions, mental computations and broken line graphs.</li> <li>● Invite Math consultant to meet with teachers to discuss program challenges and strategies linked to application questions and situational problems.</li> <li>● In mathematical reasoning, teachers will put extra emphasis on identified areas of concern.</li> <li>● Increase the amount of application questions and situational problems being used at each cycle, starting in grade 1, in order to adequately prepare for the end-of-cycle exams and to expose students to multi-step, complex problems that will further strengthen their skills and confidence in accomplishing these tasks.</li> <li>● Use of the Leaps and Bounds intervention resources to support struggling students.</li> <li>● Recuperation/tutorials offered to all students, especially to struggling students identified by classroom and resource teachers.</li> <li>● Improve teachers' knowledge of mathematics concepts and instruction through the School Board 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 8.6% in 2019 to 7% by 2022.**

**Objective 2.1: To maintain or decrease by 1%, the existing parity of 3.1% between boys and girls on the End-of-Cycle French Second Language Writing Component June Board-wide Examination 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 <u>End-of-Cycle 3 English Language Arts Reading Component</u> of the June MEES examination from a baseline of 8.6% in 2019 to 6% by 2022.	<ul style="list-style-type: none"> <li>● Encourage boys to become "reading experts" with younger students to increase self-esteem and to serve as role-models for them.</li> <li>● Offer a reading suggestion box where students can leave topics they would like to read about.</li> <li>● Use of <b>NEWSELA</b> (an ELA database of current events and stories tailor-made for classroom use, allowing students to read at their independent level).</li> <li>● Provide students with texts that involve positive male role models.</li> <li>● Encourage intentional writing (writing with a purpose, writing to convey a message).</li> <li>● Provide opportunities for daily reading and writing to take place.</li> <li>● Make a variety of genres available (how-to books, graphic novels, non-fiction) in English &amp; French and encourage students to experiment with writing each type of text.</li> <li>● Provide students with a model for their writing.</li> <li>● Incorporation of 'talk for writing' time to provide opportunities for students to talk through the overall shape and direction of their text prior to beginning to write.</li> <li>● Provide students with constructive feedback throughout the year in order to highlight what they do well and how they can improve.</li> </ul>
The gap in success rates between the boys and girls	To maintain or decrease by 1%, the existing parity of 3.1% between boys and girls on the <u>End-of-Cycle 3 French Second Language Writing Component</u> June Board-wide Examination through 2022.	

## 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 the 90% baseline 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 the 90% baseline through 2022.

Objective 4.0.a: To increase the average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations from a baseline of 74.4% in 2019 to 76.0% in 2022.

Objective 4.1.a: To increase the average mark of students on the End-of-Cycle 3 Writing Component of the June MEES examinations from a baseline of 77.5% in 2019 to 78% in 2022.

Objective 4.3: To maintain the success rate of students on the End-of-Cycle 3 French Second Language (immersion) Reading Component of the June MEES examinations above the 94% baseline through 2022.

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

Objective 4.3.a: To maintain the average mark of students on the End-of-Cycle 3 French Second Language (immersion) Reading Component of the June MEES examinations above 85%.

Objective 4.4.a: To maintain the average mark of students on the End-of-Cycle 3 French Second Language (immersion) Writing Component of the June MEES examinations above 85%.

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 <u>End of Cycle 3 English Reading Component</u> of the June MEES examinations above the 90% baseline through 2022.	<ul style="list-style-type: none"> <li>● Encourage students to become “reading experts” with younger students, in order to increase self-esteem and to serve as role-models for them.</li> <li>● Make a variety of genres available (how-to books, graphic novels, non-fiction).</li> <li>● Offer a reading suggestion box when students can leave topics they would like to read about.</li> </ul>

<p>The average mark of students on the End-of-Cycle 3 Reading Component of the June MEES examinations</p>	<p>To increase the <b>average mark</b> of students on the End-of-Cycle 3 English Reading Component of the June MEES examinations from a baseline of 74.4% in 2019 to 76.0% in 2022.</p>	<ul style="list-style-type: none"> <li>● Begin guided reading in English as of grade 3, in order to develop the reading response skills necessary to be successful.</li> <li>● Use of the PM Benchmark student reading levels.</li> <li>● Provide access to RAZ Kids levelled Reading Program for students as of Grade 3, in order to improve decoding, fluency and comprehension.</li> <li>● The teachers will put extra emphasis on vocabulary and inference.</li> <li>● Front-loading or pre-teaching vocabulary prior to reading, in order to facilitate comprehension of a passage.</li> <li>● Use of NEWSELA (an ELA database of current events and stories tailor-made for classroom use, allowing students to read at their independent level).</li> <li>● Teachers will teach vocabulary explicitly, focus on key words and 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>
<p>The success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations</p> <p>The average mark of students on the End-of-Cycle 3 Writing Component of the June MEES examinations</p>	<p>To maintain the success rate of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations above the 90% baseline through 2022.</p> <p>To increase the average mark of students on the End-of-Cycle 3 English Writing Component of the June MEES examinations from a baseline of 77.5% in 2019 to 78% in 2022.</p>	<ul style="list-style-type: none"> <li>● Encourage intentional writing (writing with a purpose, writing to convey a message).</li> <li>● Provide opportunities for daily writing to take place.</li> <li>● Make a variety of genres available (how-to books, graphic novels, non-fiction) in French and encourage students to experiment with writing each type of text.</li> <li>● Provide students with a model for their writing.</li> <li>● Incorporation of 'talk for writing' time to provide opportunities for students to talk through the overall shape and direction of their text prior to beginning to write.</li> <li>● Provide students with constructive feedback on their writing throughout the year in order to highlight what they do well and how they can improve.</li> </ul>

<p>The success rate of students on the End-of-Cycle 3 French Second Language (immersion) Reading component of the June MEES examinations</p> <p>The average mark of students on the End-of-Cycle 3 French Second Language (immersion) Reading component of the June MEES examinations</p>	<p>To maintain the success rate of students on the End-of-Cycle 3 French Second Language (immersion) Reading Component of the June MEES examinations above the 94% baseline through 2022.</p> <p>To maintain the <u>average mark</u> of students on the End-of-Cycle 3 French Second Language (immersion) Reading Component of the June MEES examinations above 85%.</p>	<ul style="list-style-type: none"> <li>● Use of the GB+ benchmark to evaluate student reading levels as of grade 1.</li> <li>● Guided reading as of grade 1</li> <li>● Reading circles to provide students with the opportunity to share elements of their favourite books with their peers as of kindergarten.</li> <li>● Provide the students with a variety of French literature in order to peak their interests.</li> <li>● Encourage at home daily reading.</li> <li>● Front-loading or pre-teaching vocabulary prior to reading, in order to facilitate comprehension of a passage.</li> </ul>
<p>The success rate of students on the End-of-Cycle 3 French Second Language (immersion ) Writing component of the June Board uniform examinations</p> <p>The average mark of students on the End-of-Cycle 3 French Second Language (immersion ) Writing component of the June Board uniform examinations</p>	<p>To maintain the success rate of students on the End-of-Cycle 3 French Second Language (immersion) Writing Component of the June Board uniform examinations above the 95% baseline through 2022.</p> <p>To maintain the <u>average mark</u> of students on the End-of-Cycle 3 French Second Language (immersion) Writing Component of the June MEES examinations above 85%.</p>	<ul style="list-style-type: none"> <li>● Encourage intentional writing (writing with a purpose, writing to convey a message).</li> <li>● Provide opportunities for daily writing to take place.</li> <li>● Make a variety of genres available (how-to books, graphic novels, non-fiction) in French and encourage students to experiment with writing each type of text.</li> <li>● Provide students with a model for their writing.</li> <li>● Incorporation of 'talk for writing' time to provide opportunities for students to talk through the overall shape and direction of their text prior to beginning to write.</li> <li>● Provide students with constructive feedback on their writing throughout the year in order to highlight what they do well and how they can improve.</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 19% in 2019 to 17% 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 73.3% in 2019 to 75% 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 14% in 2019 to 12% by 2022.

Indicator	Target	Strategies
The rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey	To decrease the rate of our elementary students who report victimization resulting from bullying on the OURSCHOOL Survey from a baseline of 19% in 2019 to 17% by 2022.	<ul style="list-style-type: none"> <li>● Tolerance Caravan (<a href="http://www.ensemble-rd.com/en">www.ensemble-rd.com/en</a>) for Cycle 3</li> <li>● School wide pink t-shirt day anti-bullying campaign</li> <li>● Presentation by our Socio-Community Officer</li> <li>● #Cut The Bull Campaign Shriners Hospital</li> <li>● OurSchool Survey (gr. 4-6)</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 73.3% in 2019 to 75% by 2022.	<ul style="list-style-type: none"> <li>● Missing Children's Network</li> <li>● Installation of school yard fence</li> <li>● Presentation by our Socio-Community Officer</li> <li>● Increased staff supervision of students ( ratio 1:25)</li> <li>● Anti-bullying workshops</li> </ul>

<p>The rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey</p>	<p>To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL Survey from a baseline of 14% in 2019 to 12% by 2022.</p>	<ul style="list-style-type: none"> <li>● Exploring and implementing interventions to reduce test anxiety.</li> <li>● Help build a growth mindset in our students.</li> <li>● Celebrations of small steps</li> <li>● Teaching of relaxation techniques.</li> <li>● Teach students to create positive thoughts.</li> <li>● Empower students in times of anxiety during the day.</li> <li>● Offer extended time for tests or a distraction free room.</li> <li>● Establish peer mentors for older kids or buddies during unstructured activities (lunch/recess).</li> </ul>
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